

**IDAHO CONTENT STANDARDS
GRADE K-3
HUMANITIES: DANCE**

Standard 1: Historical and Cultural Contexts

Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

~~Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.~~ Students in grades K-3 demonstrate dance movements as associated with places, historical events, and themes across various cultures and disciplines.

Goal 1.1: Discuss historical and cultural contexts of dance and perform examples.

Objective(s): By the end of Grade 3, the student will be able to:

- K-3.D.1.1.1 Identify and perform dances associated with particular places and events. ~~(868.01.d1)~~
- K-3.D.1.1.2 Identify historical events that have influenced dance. ~~(868.01.d2)~~
- K-3.D.1.1.3 Discuss common subjects, ideas, and themes in dances from different cultures. ~~(868.01.d3)~~
- K-3.D.1.1.4 Describe the role dance plays in today's society. ~~(868.01.d4)~~

Goal 1.2: Demonstrate through movement interrelationships among visual and performing arts disciplines.

Objective(s): By the end of Grade 3, the student will be able to:

- K-3.D.1.2.1 Compare dance and other art forms associated with various cultures in various time periods. ~~(868.02.d1)~~
- K-3.D.1.2.2 Identify common themes or ideas found in other art forms and explore them through movement (e.g., students identify the theme of sadness found in a painting and improvise the idea through movement using “sad” music). ~~(868.02.d2)~~

Standard 2: Critical Thinking

Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation.

~~Analyze and converse about dance.~~—Students in grades K-3 develop an arts vocabulary and respond through movement and discussion to ideas and themes in dance.

Goal 2.1: ~~Conduct analyses in dance.~~ Exercise sound reasoning in understanding and making choices in dance.

Objective(s): By the end of Grade 3, the student will be able to:

- K-3.D.2.1.1 Talk about dance as a means of communicating meaning. ~~(870.01.d1)~~
- K-3.D.2.1.2 Show through movement how the human body is used to express or communicate action, idea, or experience. ~~(870.01.d2)~~

Goal 2.2: Formulate and express opinions ~~Engage in reasoned dialogue and make decisions~~ about dance performances.

Objective(s): By the end of Grade 3, the student will be able to:

- K-3.D.2.2.1 Create movement based on a theme (e.g., improvise on the topic of ~~family~~the solar system). ~~(870.02.d2)~~
- K-3.D.2.2.2 Show how dance elicits various interpretations. ~~(870.02.d3)~~
- K-3.D.2.2.3 Develop and apply ~~arts~~ dance vocabulary when discussing dance forms. ~~(870.03.d1)~~
- K-3.D.2.2.4 ~~Suggest ways the artists get ideas. (870.03.d3)~~ Create a dance phrase, working productively with others, respecting diverse perspectives.
- K-3.D.2.2.5 Voice personal preferences about dances within a classroom or other setting. ~~(870.03.d4)~~
- K-3.D.2.2.65 Observe a dance performance, discuss its meaning, and voice a personal response to it.

Standard 3: Creation/Performance/Presentation

Students engage in the creation of original works and/or the interpretation of works of others, culminating in a performance or presentation.

~~Communicate through dance articulately and expressively.~~ Students in grades K-3 identify and demonstrate movement qualities, body shapes, levels, pathways, and tempos. Students create and perform movement phrases individually and collectively.

Goal 3.1: Identify and practice concepts essential to dance.

Objective(s): By the end of Grade 3, the student will be able to:

- K-3.D.3.1.1 Identify and practice different movement qualities (e.g., ~~glide, slide, wiggle, swing~~bend, rise, fall, jump).
- K-3.D.3.1.2 Demonstrate how the body can change, create shapes, change levels, and move through pathways and in space at various speeds. ~~(872.02.d1)~~
- K-3.D.3.1.3 ~~Improvise movement based on various stimuli (e.g., music, verbal clues, sound). (872.01.d4)~~ Demonstrate dance phrases, following a specific floor pattern.

Goal 3.2: Communicate in dance through application of artistic concepts, knowledge, and skills.

Objective(s): By the end of Grade 3, the student will be able to:

- K-3.D.3.2.1 Repeat demonstrated body movements and rhythm patterns. ~~(872.02.d2)~~
- K-3.D.3.2.2 Move as an individual and as part of a group without talking. ~~(872.02.d3)~~
- K-3.D.3.2.3 Move at various tempos.

Goal 3.3: Communicate in dance through creative expression.

Objective(s): By the end of Grade 3, the student will be able to:

- K-3.D.3.3.1 Use ~~movement~~ dance vocabulary to compose a dance phrase. ~~(872.03.d1)~~
- K-3.D.3.3.2 Create a ~~movement~~ dance phrase with a beginning, middle, and end. ~~(872.03.d2)~~
- K-3.D.3.3.3 ~~Use original ideas and/or concepts from other sources~~ Develop, communicate new ideas to others ~~to create through~~ movement. ~~(872.03.d3)~~
- K-3.D.3.3.4 Express ideas, moods, and feelings through dance. ~~(872.03.d4)~~

**IDAHO CONTENT STANDARDS
GRADE 4-5
HUMANITIES: DANCE**

Students are expected to know content and apply skills from previous grades.

Standard 1: Historical and Cultural Contexts

Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

~~Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.~~ Students in grades 4-5 research and perform various existing dances and create their own original work based on other art disciplines.

Goal 1.1: Discuss the historical and cultural contexts of dance and perform examples.

Objective(s): By the end of Grade 5, the student will be able to:

- 4-5.D.1.1.1 Research and perform dance forms that have evolved during specific periods of history (e.g., social, cultural, professional). ~~(902.01.d1)~~
- 4-5.D.1.1.2 Explain how a dance from a culture or time period reflects values of its society. ~~(902.01.d2)~~
- 4-5.D.1.1.3 Identify ways in which dance has been transmitted from one generation to another.

Goal 1.2: Demonstrate through movement interrelationships among visual and performing arts disciplines.

Objective(s): By the end of Grade 5, the student will be able to:

- 4-5.D.1.2.1 Create a dance based on another art form (e.g., students create a movement phrase based on a poem, a piece of music, or from a costume). ~~(902.02.d1)~~

Standard 2: Critical Thinking

Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation

Analyze and converse about dance. Students in grades 4-5 articulate how dance communicates ideas and meaning through artistic choices. Students draw conclusions about dance performances through discussion and observation.

Goal 2.1: ~~Conduct analyses in dance.~~ Exercise sound reasoning in understanding and making choices in dance.

Objective(s): By the end of Grade 5, the student will be able to:

- 4-5.D.2.1.1 Discuss and show how dance creates and communicates meaning. ~~(904.01.d1)~~

- 4-5.D.2.1.2 Speculate and experiment with how different artistic choices can change the meaning of a dance. ~~(904.01.d2)~~

Goal 2.2: Formulate and express opinions ~~Engage in reasoned dialogue and make decisions~~ about dance performances.

Objective(s): By the end of Grade 5, the student will be able to:

- 4-5.D.2.2.1 Discuss how dance reveals themes and ideas. ~~(904.02.d1)~~
- ~~4-5.D.2.2.2 Identify ways in which other disciplines relate to movement and dance (e.g., repetition in painting and music). (904.02.d2)~~
- 4-5.D.2.2.2 Discuss the process and effort involved in developing an idea into a dance work.
- 4-5.D.2.2.3 Observe a dance performance and explain how the dance conveyed feelings or ideas.

Standard 3: Creative Expression/Performance/Presentation

Students engage in the creation of original works and/or the interpretation of works of others, culminating in a performance or presentation.

~~Communicate through dance articulately and expressively.~~ Students in grades 4-5 identify and practice weight shifts and jumps. Students practice warm-up skills and movement phrases from different genres. Students improvise and create choreography to solve movement problems with a partner or a group.

Goal 3.1: Identify and practice concepts essential to dance.

Objective(s): By the end of Grade 5, the student will be able to:

- 4-5.D.3.1.1 Identify and practice ~~weight shifts, lateral movement, elevation, and jumps. (906.01.d1)~~ transfer of weight, elevation, turning, and falling at varying speeds.
- 4-5.D.3.1.2 Memorize set patterns of movement. ~~(906.01.d2)~~
- 4-5.D.3.1.3 Identify and practice ways dancers warm up, stretch, and strengthen their bodies. ~~(906.01.d4)~~

Goal 3.2: Communicate in dance through application of artistic concepts, knowledge, and skills.

Objective(s): By the end of Grade 5, the student will be able to:

- 4-5.D.3.2.1 Perform dances from at least two different ~~genres~~ dance disciplines (jazz, ballet, modern, tap, folk).
- 4-5.D.3.2.2 Demonstrate a rhythmic pattern through movement. ~~(906.02.d2)~~

Goal 3.3: Communicate in dance through creative expression.

Objective(s): By the end of Grade 5, the student will be able to:

- 4-5.D.3.3.1 Improvise or create choreography based on how the body can create shapes, change levels, and move through pathways, ~~using stage directions. and in space at various speeds.~~
- 4-5.D.3.3.2 ~~Create a variety of solutions to~~ Analyze a movement problem (e.g., move to the floor from standing without using your hands, move like a caterpillar) with a partner or a group, ~~and create a solution. (906.03.d4)~~

**IDAHO CONTENT STANDARDS
GRADE 6-8
HUMANITIES: DANCE**

Students are expected to know content and apply skills from previous grades.

Standard 1: Historical and Cultural Contexts

Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

~~Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.~~ Students in grades 6-8 investigate and perform a historical dance. Students compare traditional and modern art forms.

Goal 1.1: Discuss the historical and cultural contexts of dance and perform examples.

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.D.1.1.1 Investigate one dance tradition of the United States and perform it (e.g., square dance, ~~tap dance~~, Native American dance). ~~(936.01.d1)~~
- 6-8.D.1.1.2 Examine the influence of historical events on the development of the dance form they have performed. ~~(936.01.d2)~~
- ~~6-8.D.1.1.3 Examine the role of dance in holidays and traditional celebrations.~~

Goal 1.2: Demonstrate through movement interrelationships among visual and performing arts disciplines.

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.D.1.2.1 ~~Compare traditional and modern dance and find a counterpart with another art form sharing traditional and modern forms. (936.02.d2)~~ Compare ballet and modern dance, and find a counterpoint with music.
- 6-8.D.1.2.2 Create a set, costumes, or props for a dance.

Standard 2: Critical Thinking

Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation

~~Analyze and converse about dance.~~ Students in grades 6-8 develop criteria and vocabulary for evaluating dance. Students apply the skills of critique in analyzing a dance performance.

Goal 2.1: ~~Conduct analyses in dance. Exercise sound reasoning in understanding and making choices in dance.~~

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.D.2.1.1 Identify criteria for evaluating dance. ~~(938.03.d2)~~

6-8.D.2.1.2 Use appropriate vocabulary when analyzing a dance performance. ~~(938.03.d1)~~

Goal 2.2: Formulate and express opinions ~~Engage in reasoned dialogue and make decisions~~ about dance performances.

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.D.2.2.1 Compare how various dance ~~forms~~ disciplines express different ideas. ~~(938.02.d2)~~
- 6-8.D.2.2.2 Explain how lighting, music, and costuming can contribute to the meaning and/or success of a dance performance. ~~(938.01.d3)~~
- 6-8.D.2.2.3 Discuss various responses and interpretations of a dance performance. ~~(938.01.d2)~~

Standard 3: Creative Expression/Performance/Presentation

Students engage in the creation of original works and/or the interpretation of works of others, culminating in a performance or presentation.

~~Communicate through dance articulately and expressively.~~ Students in grades 6-8 practice correct increasing strength, flexibility, balance, alignment, and control. Students execute on-and off-balance movement and movement in the three planes. Students create and follow a floor pattern. Students develop their own choreography and work collaboratively with another choreographer.

Goal 3.1: Identify and practice concepts essential to dance.

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.D.3.1.1 Practice correct strengthening and stretching sequences. ~~(940.01.d1)~~
- 6-8.D.3.1.2 Practice maintaining both stationary and moving alignment, balance, and control. ~~(940.01.d5)~~

Goal 3.2: Communicate in dance through application of artistic concepts, knowledge, and skills.

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.D.3.2.1 Identify and execute on- and off-balance movement phrases. ~~(940.02.d1)~~
- 6-8.D.3.2.2 Identify and execute movements in the three planes (vertical, horizontal, and sagittal). ~~(940.02.d2)~~
- 6-8.D.3.2.3 Create and follow a floor pattern. ~~(940.02.d3)~~
- 6-8.D.3.2.4 Select and/or make costumes that support the intent of a dance. ~~(940.02.d4)~~

Goal 3.3: Communicate in dance through creative expression.

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.D.3.3.1 Choreograph and perform short dance works of two different dance ~~styles~~ disciplines. ~~(940.03.d1)~~
- 6-8.D.3.3.2 Choreograph a duet. ~~(940.03.d4)~~
- 6-8.D.3.3.3 Create a round or canon for a group of dancers to perform. ~~(940.03.d5)~~

6-8.D.3.3.4 Memorize, practice, refine, and perform a dance created by someone else.
~~(940.03.d6)~~

**IDAHO CONTENT STANDARDS
GRADE 9-12
HUMANITIES: DANCE**

Students are expected to know content and apply skills from previous grades.

Standard 1: Historical and Cultural Contexts

Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

~~Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.~~ Students in grades 9-12 discuss the role of dance in history and culture and create a dance that reflects a specific historical influence. Students create technical support for dance using other art forms. Students choreograph a dance inspired by another art form.

Goal 1.1: Discuss the historical and cultural contexts of dance and perform examples.

Objective(s): By the end of Grade 12, the student will be able to:

- 9-12.D.1.1.1 Discuss how dance has a history, purpose, and function in cultures. ~~(970.01.d2)~~
- 9-12.D.1.1.2 Choreograph a dance that illustrates a significant historical event, discovery, or concept. ~~(970.01.d1)~~

Goal 1.2: Explain the interrelationships among the visual and performing arts disciplines.

Objective(s): By the end of Grade 12, the student will be able to:

- 9-12.D.1.2.1 Create functional scenery, properties, lighting, sound, and costumes that enhance a dance performance. ~~(970.02.d1)~~
- 9-12.D.1.2.2 Create an original dance that is inspired by visual arts, music, theatre, or literary works.

Standard 2: Critical Thinking

Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation

~~Analyze and converse about dance.~~ Students in grades 9-12 critique dance performances based on meaning, technical support, aesthetics, political and cultural issues, and intent of choreographer. Students apply specific criteria for making informed critical evaluations of performances.

Goal 2.1: Conduct analyses in dance.

Objective(s): By the end of Grade 12, the student will be able to:

- 9-12.D.2.1.1 Develop and use dance vocabulary to discuss a variety of dance ~~forms and styles. (973.01.d1)~~ disciplines.
- 9-12.D.2.1.2 Write a critique of a dance performance, examining how dance creates and communicates meaning. ~~(973.01)~~

Goal 2.2: Formulate and express opinions ~~Engage in reasoned dialogue and make decisions~~ about dance performances.

Objective(s): By the end of Grade 12, the student will be able to:

- 9-12.D.2.2.1 Discuss how dance can reveal ~~or portray political and/or cultural issues. (973.02.d1)~~ human thought and global issues.
- 9-12.D.2.2.2 Critique a dance performance on the merit of how well it communicates its meaning.
- 9-12.D.2.2.3 Create ~~and revise~~ a dance, articulating reasons for artistic decisions. ~~and what was gained or lost by those decisions.~~
- 9-12.D.2.2.4 Apply specific criteria for making informed critical evaluations of the quality and effectiveness of performance, choreography, and other aspects of a dance presentation.
- 9-12.D.2.2.5 Examine how a dance may elicit interpretations different from those intended by the choreographer and/or dancer. ~~(973.03.d3)~~

Standard 3: Creative Expression/Performance/Presentation

~~Students engage in the creation of original works and/or the interpretation of works of others, culminating in a performance or presentation.~~

~~Communicate through dance articulately and expressively.~~ Students in grades 9-12 practice lengthy and complex movement combinations, performing with contrasting movement qualities. Students identify characteristics of dance styles and perform them. Students choreograph movement phrases and complete dance works.

Goal 3.1: Identify and practice concepts essential to dance.

Objective(s): By the end of Grade 12, the student will be able to:

- 9-12.D.3.1.1 Practice lengthy and complex movement combinations in at least two different genres. ~~(975.01.d1)~~
- 9-12.D.3.1.2 Perform contrasting movement qualities within a dance phrase (e.g., rise and fall, tension and release, glide and dart).
- 9-12.D.3.1.3 Perform new movement with an ever-increasing mastery of body alignment, balance, and control.

Goal 3.2: Communicate in dance through application of artistic concepts, knowledge, and skills.

Objective(s): By the end of Grade 12, the student will be able to:

- 9-12.D.3.2.1 Study a piece of choreography and ~~interpret~~ analyze it.
- 9-12.D.3.2.2 Identify the characteristics of a particular dance ~~style~~ discipline.

- 9-12.D.3.2.3 Create a dance incorporating characteristics of a particular dance ~~style~~.discipline.

Goal 3.3: Communicate in dance through creative expression.

Objective(s): By the end of Grade 12, the student will be able to:

- 9-12.D.3.3.1 Create a movement phrase, using contrast in energy and tempo.
9-12.D.3.3.2 Choreograph a dance based on a theme. ~~(975.03.d1)~~
9-12.D.3.3.3 Improvise a dance in silence or with an alternative accompaniment (e.g., spoken word, sound effects).
9-12.D.2.1.3 Discuss the aesthetics of dance. ~~(975.03.d5)~~

**IDAHO CONTENT STANDARDS
GRADE 9-12
HUMANITIES: INTERDISCIPLINARY**

Standard 1: Historical and Cultural Contexts

Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

~~Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines.~~ Interdisciplinary Humanities students explain and discuss the historical and cultural contexts of the disciplines they are studying. Students illustrate the relationships between those contexts by creating original works. Students analyze society through the arts and humanities disciplines.

Goal 1.1: Understand the historical and cultural contexts of the arts and humanities disciplines.

Objective(s): By the end of high school, the student will be able to:

- 9-12.I.1.1.1 Identify, in context, events and people influential in the development of historical events and/or movements and living cultures. ~~(962.01.a)~~
- 9-12.I.1.1.2 Demonstrate the ways in which the arts and humanities reflect events. ~~(962.01.b)~~
- 9-12.I.1.1.3 Illustrate how an artifact symbolizes and reflects a particular culture and/or time period. ~~(962.01.c)~~

Goal 1.2: Understand the interrelationships within the arts and humanities disciplines.

Objective(s): By the end of high school, the student will be able to:

- 9-12.I.1.2.1 Acquire a working vocabulary of two or more arts and humanities disciplines. ~~(962.02.a)~~
- 9-12.I.1.2.2 Compare and contrast the products and processes of two arts and humanities disciplines. ~~(962.02.b)~~
- 9-12.I.1.2.3 Illustrate the relationship between two or more arts and humanities disciplines and the extent to which they enhance or influence each other. ~~(962.02.c)~~
- 9-12.I.1.2.4 Create an original work that shows the relationship between two or more arts and humanities disciplines.

Goal 1.3: Understand the interrelationships between cultures.

Objective(s): By the end of high school, the student will be able to:

- 9-12.I.1.3.1 Identify the ways the structure of an art or discipline mirrors the structure and values of society. ~~(962.03.a)~~

- 9-12.I.1.3.2 Identify the ways that the humanities disciplines affect human relationships.
(962.03.b)

Standard 2: Critical Thinking

Students understand the purposes and functions of the arts and humanities. They build literacy and develop critical thinking through analysis and interpretation

~~Conduct analyses, engage in discussions, and demonstrate informed judgment about philosophical, aesthetic, or ethical humanities issues across two or more humanities disciplines~~
Interdisciplinary Humanities students research and analyze important cultural, artistic, and societal issues as they relate to two or more arts and humanities disciplines (e.g., visual art, music, theatre, dance, world language, history, literature). Students discuss abstract ideas and artworks and make judgments about them. Students formulate and present personal conclusions about the importance of the humanities disciplines within a culture.

Goal 2.1: Conduct analyses in the arts and humanities disciplines.

Objective(s): By the end of high school, the student will be able to:

- 9-12.I.2.1.1 Relate arts and humanities disciplines to ethical and/or human issues.
(964.01.a)
- 9-12.I.2.1.2 Compare and contrast works or ideas from at least two cultures, historical periods, or geographical areas. (964.01.b)
- 9-12.I.2.1.3 Research and present findings about the role of artworks in a society.

Goal 2.2: Engage in discussions about arts and humanities issues.

Objective(s): By the end of high school, the student will be able to:

- 9-12.I.2.2.1 Analyze an artifact or idea and debate its meaning in the context of its societal values. (964.02.a)
- 9-12.I.2.2.2 Describe the influence of religion on government, culture, artistic creation, technological development, and/or social conduct. (964.02.b)
- 9-12.I.2.2.3 Discuss ways in which the arts and humanities break through and create class barriers. (964.02.c)
- 9-12.I.2.2.4 Discuss the significance of artworks in a society.

Goal 2.3: Demonstrate informed judgment about philosophical, aesthetic, or ethical arts and humanities issues.

Objective(s): By the end of high school, the student will be able to:

- 9-12.I.2.3.1 Establish a set of aesthetic criteria and apply it in evaluating one's own work and works of others. (964.03.a)
- 9-12.I.2.3.2 Create an original work that offers a response to a human problem.

Standard 3: Creative Expression/Performance/Presentation

Students engage in the creation of original works and/or the interpretation of works of others, culminating in a performance or presentation.

~~Communicate in the humanities disciplines articulately and with creative expression.~~

~~Interdisciplinary~~ Humanities students demonstrate knowledge of themes and meanings in more than one humanities discipline. Students select, analyze, and replicate or imitate significant works in the arts and humanities disciplines. Students create original work that demonstrates knowledge of a(n) historical period, culture, or universal theme.

Goal 3.1: Understand concepts essential to interdisciplinary study.

Objective(s): By the end of high school, the student will be able to:

- 9-12.I.3.1.1 Discuss the role of diverse cultures within the arts and humanities. ~~(966.01.a)~~
- 9-12.I.3.1.2 Identify universal themes in the arts and humanities disciplines. ~~(966.01.b)~~
- 9-12.I.3.1.3 Select and exhibit works that communicate a common meaning.

Goal 3.2: Communicate in the humanities disciplines through application of knowledge and skills.

Objective(s): By the end of high school, the student will be able to:

- 9-12.I.3.2.1 Illustrate or document the potential of the arts and humanities to enhance and expand one's worldview. ~~(966.02.a)~~
- 9-12.I.3.2.2 Interpret how a literary/artistic work relates to the history and/or culture from which it originated. ~~(966.02.b)~~
- 9-12.I.3.2.3 Replicate or imitate a literary/artistic masterpiece, composition, genre, or style through its distinguishing characteristics.

Goal 3.3: Communicate in the humanities disciplines through creative expression.

Objective(s): By the end of high school, the student will be able to:

- 9-12.I.3.3.1 Express, through means other than expository writing, an understanding and appreciation of the arts and humanities. ~~(966.03.a)~~
- 9-12.I.3.3.2 Illustrate a connection between two humanities disciplines, showing how they compliment one another. ~~(966.03.b)~~
- 9-12.I.3.3.3 Create an artistic work that expresses the uniqueness of a historical period or cultural influence. ~~(966.03.c)~~
- 9-12.I.3.3.4 Create a literary work that targets a universal theme.

**IDAHO CONTENT STANDARDS
GRADE K-3
HUMANITIES: MUSIC**

Standard 1: Historical and Cultural Contexts

Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

~~Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.~~ Students in grades K-3 discuss the history, culture, and traditions found in selected musical examples. Students identify ideas and emotions expressed through music and ~~compare a musical selection with another art form.~~ examine how they relate to other disciplines within that culture.

Goal 1.1: Discuss the historical and cultural contexts of music.

Objective(s): By the end of Grade 3, the student will be able to:

- K-3.Mu.1.1.1 Name the historical or cultural background of musical selections learned. ~~(868.01.a1)~~
- K-3.Mu.1.1.2 Identify the country or region of musical selections learned. ~~(868.01.a2)~~
- K-3.Mu.1.1.3 ~~Discuss~~ Recognize characteristics of suitable music for various occasions and traditions.

Goal 1.2: Discuss the interrelationships among visual and performing arts disciplines of music and culture.

Objective(s): By the end of Grade 3, the student will be able to:

- K-3.Mu.1.2.1 Identify ideas and emotions that are expressed through music and other disciplines. ~~(868.02.a1)~~
- ~~K-3.Mu.1.2.2 Compare a musical selection with another art form that uses a similar style.~~ ~~(868.02.a2)~~

Standard 2: Critical Thinking

Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation

~~Analyze and converse about music.~~ Students in grades K-3 ~~identify~~ differentiate among simple musical forms; and identify instrument families; and voices. Students discuss preferences for musical examples. Students explain the role of music in their lives.

Goal 2.1: Conduct analyses in music.

Objective(s): By the end of Grade 3, the student will be able to:

- K-3.Mu.2.1.1 Examine music as a way to communicate emotions. ~~(870.01.a2)~~
- K-3.Mu.2.1.2 Use music vocabulary to discuss specific works of music. ~~(870.01.a3)~~
- K-3.Mu.2.1.3 Identify sounds of different instrument families and voices.
- K-3.Mu.2.1.4 ~~Identify~~ Differentiate among simple musical forms when they are heard.

Goal 2.2: ~~Engage in reasoned dialogue and make decisions~~ Formulate and express opinions about musical performances.

Objective(s): By the end of Grade 3, the student will be able to:

- K-3.Mu.2.2.1 Discuss the importance of music in one's own life. ~~(870.02.a1)~~
- K-3.Mu.2.2.2 Discuss preferences for musical examples using familiar musical terms. ~~(870.03.a2)~~
- ~~K-3.Mu.2.2.3 Demonstrate proper concert behavior.~~
- K-3.Mu.2.2.3 Draw conclusions about the meaning of the term "classical music." ~~(870.02.a2)~~

Standard 3: Creative Expression/Performance/Presentation

Students engage in the creation of original works and/or the interpretation of works of others, culminating in a performance or presentation.

~~Communicate through music articulately and expressively.~~ Students in grades K-3 read and perform simple music notation. Students perform alone and in groups on pitch and in rhythm responding to the conductor. Students create melodic or rhythmic responses using instructor guidelines. Students move to the beat of music.

Goal 3.1: Utilize concepts essential to music.

Objective(s): By the end of Grade 3, the student will be able to:

- K-3.Mu.3.1.1 Sing independently with a clear tone and on pitch.
- K-3.Mu.3.1.2 Identify symbols and notation in music. ~~(906.01.a3)~~
- K-3.Mu.3.1.3 Read music notation in simple meters or groupings using a system of symbols, numbers, or letters. ~~(872.01.a1)~~

Goal 3.2: Communicate through music, applying artistic concepts, knowledge, and skills.

Objective(s): By the end of Grade 3, the student will be able to:

- K-3.Mu.3.2.1 Identify and perform simple songs from different cultures and genres. ~~(872.02.a1)~~
- K-3.Mu.3.2.2 Illustrate group singing and instrumental skills in response to conductor cues. ~~(872.02.a2)~~
- K-3.Mu.3.2.3 Echo rhythmic or melodic patterns accurately.
- K-3.Mu.3.2.4 Evaluate and demonstrate proper behavior for different types of music performances.

Goal 3.3: Communicate through music with creative expression.

Objective(s): By the end of Grade 3, the student will be able to:

- K-3.Mu.3.3.1 Improvise musical "answers" to given rhythmic and/or melodic phrases.
~~(872.03.a3)~~
- K-3.Mu.3.3.2 Move to the beat of music ~~in both organized and free style~~ in a prescribed manner. ~~(872.03.a2)~~
- K-3.Mu.3.3.3 Improvise movement that is stylistically appropriate to music (e.g., free style).~~(872.03.a4)~~

**IDAHO CONTENT STANDARDS
GRADE 4-5
HUMANITIES: MUSIC**

Students are expected to know content and apply skills from previous grades.

Standard 1: Historical and Cultural Contexts

Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

~~Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.~~ Students in grades 4-5 identify and describe the use of musical elements from various cultures and time periods. Students explain how music relates to other subject areas, using terms common to the arts.

Goal 1.1: Discuss the historical and cultural contexts of music.

Objective(s): By the end of Grade 5, the student will be able to:

- 4-5.Mu.1.1.1 Describe how musical elements are used in music of our own culture as well as other cultures.
- 4-5.Mu.1.1.2 Identify characteristics of music from two different historical periods. ~~(902.01.a2)~~
- 4-5.Mu.1.1.3 Identify specific compositions as belonging to a particular era in music history. ~~(902.01.a3)~~
- 4-5.Mu.1.1.4 Recognize the uses of music in everyday life.

Goal 1.2: Discuss the interrelationships among visual and performing arts disciplines.

Objective(s): By the end of Grade 5, the student will be able to:

- 4-5.Mu.1.2.1 Identify similarities and differences in the meanings of terms common to other arts disciplines. ~~(902.02.a2)~~
- 4-5.Mu.1.2.2 Compare a musical selection with another art form that uses a similar style.
- 4-5.Mu.1.2.3 Describe ways that music is related to other subject areas within an historical context.

Standard 2: Critical Thinking

Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation

~~Analyze and converse about music.~~ Students in grades 4-5 identify specific elements of music and sounds of various instruments and voices. Students discuss the importance of music in

today's society. Students express personal preferences for a specific work using appropriate arts vocabulary.

Goal 2.1: Conduct analyses in music.

Objective(s): By the end of Grade 5, the student will be able to:

- 4-5.Mu.2.1.1 Describe music as a form of communication. ~~(904.01.a2)~~
- 4-5.Mu.2.1.2 Recognize and identify specific elements of music (melody, harmony, rhythm, form, timbre). ~~(904.01.a1)~~
- ~~4-5.Mu.2.1.3 Identify the sounds of various instruments and voices.~~
- 4-5.Mu.2.1.3 Use music vocabulary to discuss specific compositions of various styles and cultures. ~~(904.01.a3)~~

Goal 2.2: ~~Engage in reasoned dialogue and make decisions~~ Formulate and express opinions about musical performances.

Objective(s): By the end of Grade 5, the student will be able to:

- 4-5.Mu.2.2.1 Discuss the importance of music in our society. ~~(904.02.a1)~~
- 4-5.Mu.2.2.2 Express personal preferences for a specific work using appropriate arts vocabulary. ~~(904.03.a1)~~
- ~~4-5.Mu.2.2.3 Discuss and demonstrate the importance of proper concert behavior. (904.03.a4)~~
- 4-5.Mu.2.2.3 Identify and discuss copyright issues in music. ~~(904.03.a2)~~

Standard 3: Creative Expression/Performance/Presentation

Students engage in the creation of original works and/or the interpretation of works of others, culminating in a performance or presentation.

~~Communicate through music articulately and expressively.~~ Students in grades 4-5 use standard music symbols and terms to read, notate, and perform music. Students sing, ~~alone and with others~~, accurately with appropriate dynamics, breath control, phrasing, and interpretation. Students ~~also~~ perform in groups blending vocal/instrumental sounds and ~~matching dynamics, breath control, phrasing, and interpretation in response to the conductor~~ follow a conductor. Students improvise simple melodic phrases.

Goal 3.1: Utilize concepts essential to music.

Objective(s): By the end of Grade 5, the student will be able to:

- 4-5.Mu.3.1.1 Improvise simple melodic phrases. ~~(940.01.a1)~~
- ~~4-5.Mu.3.1.2 Use standard symbols to notate meter, rhythm, pitch, articulation, and dynamics.~~
- 4-5.Mu.3.1.2 Read, notate, and perform meter, rhythm, pitch, dynamics, and tempo using standard music symbols. ~~(906.01.a2)~~
- ~~4-5.Mu.3.1.4 Identify specific instruments in a recording or live performance. (906.01.a4)~~

Goal 3.2: Communicate through music, applying artistic concepts, knowledge, and skills.

Objective(s): By the end of Grade 5, the student will be able to:

- 4-5.Mu.3.2.1 Sing in harmony using simple ostinatos, partner songs, descants, and canons. ~~(906.02.a1)~~
- 4-5.Mu.3.2.2 Perform independent instrumental parts while other students sing or play contrasting parts. ~~(906.02.a3)~~
- 4-5.Mu.3.2.3 **Sing/play** accurately with appropriate dynamics, breath control, phrasing, and interpretation **while following a conductor.**
- 4-5.Mu.3.2.4 **Discuss and demonstrate the importance of proper concert behavior.**

Goal 3.3: Communicate through music with creative expression.

Objective(s): By the end of Grade 5, the student will be able to:

- 4-5.Mu.3.3.1 Improvise, create, or arrange music within specifies guidelines (style, form, instrumentation). ~~(906.03.a3)~~
- ~~4-5.Mu.3.3.2 Sing expressively, either alone or in a musical group.~~
- ~~4-5.Mu.3.3.3 Play rhythmic, melodic and harmonic classroom instruments expressively~~
- 4-5.Mu.3.3.2 **Sing/play** an improvised simple melody in a call and response context.
- 4-5.Mu.3.3.3 Move to the beat of music ~~in both organized and free style~~ in an organized manner.
- 4-5.Mu.3.3.4 Improvise movement that is stylistically appropriate to music (e.g., free style).
- 4-5.Mu.3.3.5 Create original rhythmic/melodic ostinatos to accompany group performances.

**IDAHO CONTENT STANDARDS
GRADE 6-8
HUMANITIES: MUSIC**

Students are expected to know content and apply skills from previous grades.

Standard 1: Historical and Cultural Contexts

Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

~~Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.~~ Students in grades 6-8 classify the historical periods of music studied. Students analyze the cultural contexts of music studied. Students compare and contrast musical styles and genres with another art form or subject area.

Goal 1.1: Discuss the historical and cultural contexts of music.

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.Mu.1.1.1 Analyze the relationship of a country's traditions and its music. ~~(936.01.a1)~~
- 6-8.Mu.1.1.2 Identify the historical period during which musical works being studied were composed. ~~(936.01.a2)~~
- 6-8.Mu.1.1.3 Discuss the relationship of music to the historical period in which it was composed. ~~(936.01.a2)~~
- 6-8.Mu.1.1.4 Identify ~~the roles of prominent~~ musicians in ~~contemporary~~ society.

Goal 1.2: Discuss the interrelationships among visual and performing arts disciplines.

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.Mu.1.2.1 Compare a musical style with another art form sharing a similar style or movement. ~~(936.02.a2)~~
- 6-8.Mu.1.2.2 Discuss similarities among various disciplines ~~and of~~ the arts.

Standard 2: Critical Thinking

Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation

~~Analyze and converse about music.~~ Students in grades 6-8 describe and analyze aural examples of music, using correct musical terminology. Students identify a musical theme. Students develop criteria for high musical quality. Students evaluate musical performances.

Goal 2.1: Conduct analyses in music.

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.Mu.2.1.1 Identify a musical theme.

- 6-8.Mu.2.1.2 Describe and analyze aural examples of music using correct musical terms pertaining to form, meter, rhythm, basic keys, and simple harmonic progressions.
- 6-8.Mu.2.1.3 Identify the sounds of voices and musical instruments as they are used in musical works.
- 6-8.Mu.2.1.4 Discuss the style of a musical selection.

Goal 2.2: ~~Engage in reasoned dialogue and make decisions~~ **Formulate and express opinions about musical performances.**

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.Mu.2.2.1 ~~Describe the significance of music in contemporary society. (938.02.a3)~~ Discuss the roles of professional and amateur musicians in society.
- 6-8.Mu.2.2.2 Express personal preference for music using appropriate musical terminology. (973.03.a1)
- ~~6-8.Mu.2.2.3 Discuss and demonstrate the importance of proper concert behavior and attire. (940.03.a4)~~
- 6-8.Mu.2.2.3 Debate copyright issues in music. (938.03.a3)
- 6-8.Mu.2.2.4 Develop criteria for high musical quality. (938.03.a2)
- 6-8.Mu.2.2.5 Evaluate constructively the quality of one's performance and the performances of others. (938.03.a2)

Standard 3: Creative Expression/Performance/Presentation

Students engage in the creation of original works and/or the interpretation of works of others, culminating in a performance or presentation.

~~Communicate through music articulately and expressively.~~ Students in grades 6-8 read, notate, and perform music of various styles and genres. Students sing/play accurately and expressively, following the directions of a conductor and using appropriate dynamics and phrasing. Students perform or compose music using a variety of sound sources. Students ~~articulate~~ **formulate** a method of consistent musical practice.

Goal 3.1: Utilize concepts essential to music.

Objective(s): By the end of Grade 8, the student will be able to:

- ~~6-8.Mu.3.1.1 Improvise simple rhythmic and/or melodic accompaniments. (906.01.a1)~~
- 6-8.Mu.3.1.1 Read and notate pitches in treble and bass clef (grand staff).
- 6-8.Mu.3.1.2 Read and notate music **symbols** (time and key signatures, note values, standard notation symbols for pitch, duration, dynamics, articulation, expression). (940.01.a2)
- 6-8.Mu.3.1.3 ~~Articulate~~ **Formulate** a method of consistent musical practice.

Goal 3.2: Communicate through music, applying artistic concepts, knowledge, and skills.

Objective(s): By the end of Grade 8, the student will be able to:

- ~~6-8.Mu.3.2.1~~ ~~Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression. (940.01.a3)~~
- 6-8.Mu.3.2.1 Sing/play accurately and expressively in at least 3-part harmony using with good breath control, diction, articulation, and posture both alone and in small groups, following the directions of a conductor. (940.02.a1)
- 6-8.Mu.3.2.3 Sing/play expressively with appropriate dynamics and phrasing, considering the intent of the music's creator.
- 6-8.Mu.3.2.3. Discuss and demonstrate the importance of proper concert behavior and attire.
- 6-8/Mu.3.2.3. Demonstrate interpersonal skills through working collaboratively and productively with others.

Goal 3.3: Communicate through music with creative expression.

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.Mu.3.3.1 Create a melody when given specific guidelines. (872.03.a1)
- 6-8.Mu.3.3.2 Improvise simple rhythmic and/or melodic accompaniments.
- ~~6-8.Mu.3.3.2~~ ~~Perform a work of music considering the intent of its creator. (940.03.a)~~
- 6-8.Mu.3.3.3 Use a variety of traditional and nontraditional sound sources and electronic media when composing or performing music. (940.03.a1)

**IDAHO CONTENT STANDARDS
GRADE 9-12
HUMANITIES: MUSIC**

Students are expected to know content and apply skills from previous grades.

Standard 1: Historical and Cultural Contexts

Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

~~Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.~~ Students in grades 9-12 identify and compare music from a variety of cultures and historical periods. Students describe the historical, cultural, and stylistic similarities among the visual and performing arts disciplines. ~~Students identify famous musicians in contemporary society.~~

Goal 1.1: Discuss the historical and cultural contexts of music.

Objective(s): By the end of high school, the student will be able to:

- 9-12.Mu.1.1.1 Identify representative musical works from a variety of cultures and historical periods. ~~(971.01.a1)~~
- 9-12.Mu.1.1.2 Outline the purpose and function of a particular form of music through history. ~~(971.01.a2)~~
- 9-12.Mu.1.1.3 Compare and contrast aesthetical aspects of music from different cultural perspectives. ~~(971.01.a3)~~
- 9-12.Mu.1.1.4 ~~Identify famous musicians in contemporary society.~~ Identify the roles of musicians in society.

Goal 1.2: Discuss the interrelationships among visual and performing arts disciplines.

Objective(s): By the end of high school, the student will be able to:

- 9-12.Mu.1.2.1 Discuss connections between the history of one art form or style and another related art form or style. ~~(971.02.a2)~~
- 9-12.Mu.1.2.2 Describe similarities among different art forms across cultures.

Standard 2: Critical Thinking

Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation

~~Analyze and converse about music.~~ Students in grades 9-12 analyze and discuss musical forms, artistic styles, and common themes appearing in music throughout history. Students discuss copyright issues in music. Students develop tools necessary to evaluate musical performances constructively. Students demonstrate proper concert behavior and attire.

Goal 2.1: Conduct analyses in music.

Objective(s): By the end of high school, the student will be able to:

- 9-12.Mu.2.1.1 Recognize ~~common themes~~ commonalities in the use of musical elements appearing in music throughout history. (973.01.a4)
- 9-12.Mu.2.1.2 Develop and use music vocabulary to discuss musical forms. (973.01.a1)
- 9-12.Mu.2.1.3 Compare two contrasting musical works. (973.01.a2)
- 9-12.Mu.2.1.4 Discuss the similarities and differences of artistic styles of music performed. (973.01.a3)

Goal 2.2: ~~Engage in reasoned dialogue and make decisions~~ Formulate and express opinions about musical performances.

Objective(s): By the end of high school, the student will be able to:

- 9-12.Mu.2.2.1 ~~Discuss the roles of professional and amateur musicians in society.~~ (904.02.a2)-Evaluate how music participation is critical to global culture.
- 9-12.Mu.2.2.2 Explain personal preferences for musical styles and pieces, using proper terminology. (938.02.a1)
- ~~9-12.Mu.2.2.3 Discuss and demonstrate the importance of proper concert behavior and attire.~~
- 9-12.Mu.2.2.3 Offer an alternative for copyright infringement both for the consumer and the artist. (973.03.a3)
- 9-12.Mu.2.2.4 Develop criteria for high musical quality and apply it to a live musical performance. (973.02.a1)
- 9-12.Mu.2.2.5 Evaluate constructively the quality of one's performance and the performances of others. (973.03.a4)

Standard 3: Creative Expression/Performance/Presentation

Students engage in the creation of original works and/or the interpretation of works of others, culminating in a performance or presentation.

~~Communicate through music articulately and expressively.~~ Students in grades 9-12 perform an instrumental or vocal part accurately utilizing skills learned and practiced. Students sight-read simple melodies and rhythms applicable to their part. Students read and perform music that contains level-appropriate technical demands, expanded ranges, and varied interpretive requirements. Students improvise simple harmonies and rhythmic and melodic ostinatos on familiar melodies. Students ~~articulate~~ formulate a method of consistent and efficient musical practice.

Goal 3.1: Utilize concepts essential to music.

Objective(s): By the end of high school, the student will be able to:

- ~~9-12.Mu.3.1.1 Improvise musical lines using rhythm, melodic embellishments, and harmony.~~ (975.01.a1)
- 9-12.Mu.3.1.1 Perform an appropriate instrumental or vocal part demonstrating accurate counting of rhythms, pitch identification, and symbols for articulation or expression, following the cues from a conductor.

- 9-12.Mu.3.1.2 Sight-read simple melodies and rhythms in clefs applicable to the performance medium.
- 9-12.Mu.3.1.2 Read music that contains level-appropriate technical demands, expanded ranges, and varied interpretive requirements.
- 9-12.Mu.3.1.3 ~~Articulate~~Formulate a method of consistent and efficient musical practice. (975.01.a2)

Goal 3.2: Communicate through music, applying artistic concepts, knowledge, and skills.

Objective(s): By the end of high school, the student will be able to:

- 9-12.Mu.3.2.1 Perform in groups, in at least 4 parts, blending vocal/instrumental sounds, matching dynamics, breath control, phrasing, and interpretation in response to the conductor. (906.03.a1)
- 9-12.Mu.3.2.2 Interpret/perform a musical selection, respecting the intent of its creator. (975.02.a2)
- 9-12.Mu.3.2.3 Perform in a small ensemble or as a soloist using appropriate musical technique. (975.02.a1)
- 9-12.Mu.3.3.4 Discuss and demonstrate the importance of proper concert behavior and attire.
- 9-12.Mu.3.3.5 Demonstrate interpersonal skills by working collaboratively and productively with others.

Goal 3.3: Communicate through music with creative expression.

Objective(s): By the end of high school, the student will be able to:

- 9-12.Mu.3.3.1 Improvise rhythmic and melodic variations on given melodies. (975.03.a4)
- 9-12.Mu.3.3.2 Perform level-appropriate musical works with expression and technical accuracy. (975.03.a3)
- 9-12.Mu.3.3.3 Create an original harmony to accompany a melody.
- ~~9-12.Mu.3.3.3 Demonstrate level-appropriate solo and ensemble skills. (975.03.a1)~~
- ~~9-12.Mu.3.3.4 Read music that contains level-appropriate technical demands, expanded ranges, and varied interpretive requirements. (975.03.a2)~~

**IDAHO CONTENT STANDARDS
GRADE K-3
HUMANITIES: THEATRE**

Standard 1: Historical and Cultural Contexts

Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

~~Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.~~ Students in grades K-3 identify elements of theatre, cultural traditions, time periods, ideas, and emotions as expressed through theatre. Students compare written stories to dramatic performances.

Goal 1.1: ~~Explain~~ Identify the historical and cultural contexts of theatre.

Objective(s): By the end of Grade 3, the student will be able to:

- K-3.T.1.1.1 Identify a dramatic presentation as belonging to the past ~~or~~ present. ~~or future.~~
- K-3.T.1.1.2 Identify elements of theatre in everyday life, such as relationships (characters), clothes (costumes), locations (setting), and plot (story). ~~(868.01.e1)~~
- K-3.T.1.1.3 Identify and discuss cultural traditions in stories, songs, fairy tales, fables, and nursery rhymes.

Goal 1.2: ~~Explain~~ Identify the interrelationships among the visual and performing arts disciplines.

Objective(s): By the end of Grade 3, the student will be able to:

- K-3.T.1.2.1 ~~Discuss~~ ~~Dramatize~~ how theatre is enhanced by dance, visual art, and music. ~~(868.02.e1)~~
- K-3.T.1.2.2 Compare a written ~~(visual or oral)~~ story with a dramatic performance of that same story. ~~(868.02.e2)~~

Standard 2: Critical Thinking

Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation.

~~Analyze and converse about theatre.~~ Students in grades K-3 identify and discuss the elements and meaning of a dramatic performance, using ~~arts-theatre~~ vocabulary. Students explain personal preference about a dramatic performance.

Goal 2.1: Conduct analyses ~~in~~ of theatre.

Objective(s): By the end of Grade 3, the student will be able to:

- K-3.T.2.1.1 ~~Discuss~~ ~~Use~~ drama as a form of communication. ~~(870.01.e2)~~
- K-3.T.2.1.2 Use ~~arts theatre~~ vocabulary to discuss a dramatic performance. ~~(870.01.e3)~~

- K-3.T.2.1.3 Identify and describe the character, plot, and setting in stories.
- K-3.T.2.1.4 ~~Speculate-Discuss on~~ the meaning of a performance.

Goal 2.2: ~~Engage in reasoned dialogue and make decisions about dramatic performances.~~ Exercise sound reasoning in understanding and making choices about theatre.

Objective(s): By the end of Grade 3, the student will be able to:

- K-3.T.2.2.1 Verbalize personal preferences for various types of drama. ~~(870.01.e1)~~
- K-3.T.2.2.2 Identify the beginning, middle, and ending of dramatic performances. ~~(870.01.e2)~~
- K-3.T.2.2.3 ~~Explain-Express~~ preferences for ~~different parts~~ the various aspects of a dramatic performance. ~~(870.01.e3)~~
- K-3.T.2.2.4 Explain the importance of theatre in one's own life.

Standard 3:Creation/Performance/Presentation

Students engage in the creation of original works and/or the interpretation of the works of others, culminating in a performance or presentation.

~~Communicate through theatre articulately and expressively.~~ Students in grades K-3 create and present dramatic performances based on personal experience, imagination, and factual events. Students use theatrical skills to create different characters, scenes, and dialogue. Students employ the elements of scenery, props, costume, and makeup in a dramatic performance.

Goal 3.1: ~~Identify~~ Utilize concepts essential to theatre.

Objective(s): By the end of Grade 3, the student will be able to:

- K-3.T.3.1.1 Create characters, environments, and situations for dramatization. ~~(872.01.e1)~~
- K-3.T.3.1.2 Vary movement, vocal pitch, tempo, and tone for different characters. ~~(872.01.e2)~~

Goal 3.2: Communicate through theatre, applying artistic concepts, knowledge, and skills.

Objective(s): By the end of Grade 3, the student will be able to:

- K-3.T.3.2.1 Use dialogue to tell stories. ~~(872.02.e1)~~
- K-3.T.3.2.2 Interact in imaginary situations. ~~(872.02.e2)~~
- K-3.T.3.2.3 Choose scenery, props, costumes, and makeup for a production. ~~(872.02.e3)~~
- K-3.T.3.2.4 Demonstrate appropriate behavior while attending and/or participating in theatrical events.

**IDAHO CONTENT STANDARDS
GRADE 4-5
HUMANITIES: THEATRE**

Students are expected to know content and apply skills from previous grades.

Standard 1: Historical and Cultural Contexts

Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

~~Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.~~ Students in grades 4-5 portray historical events and various cultures using theatrical elements. Students discuss theatre as a means of reflecting history and culture. Students analyze the interrelationships of the arts in a live performance.

Goal 1.1: ~~Explain~~ Identify the historical and cultural contexts of theatre.

Objective(s): By the end of Grade 5, the student will be able to:

- 4-5.T.1.1.1 Translate a specific historical event into a dramatic presentation. ~~(902.01.e1)~~
- 4-5.T.1.1.2 Create stage props and scenery that convey historical accuracy in a dramatic reenactment. ~~(902.01.e2)~~
- 4-5.T.1.1.3 ~~Improvise~~ Create dialogue involving historical figures. ~~(902.01.e3)~~
- 4-5.T.1.1.4 ~~Discuss~~ Identify the value of theatre as a means of reflecting history and culture.

Goal 1.2: ~~Explain~~ Identify the interrelationships among the visual and performing arts disciplines.

Objective(s): By the end of Grade 5, the student will be able to:

- 4-5.T.1.2.1 Analyze the ways a live performance is enhanced by the integration of visual art, music, and dance. ~~(902.02.e1)~~

Standard 2: Critical Thinking

Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation.

~~Analyze and converse about theatre.~~ Students in grades 4-5 use selected criteria to critique performances and justify reasons for personal preferences. Students discuss and analyze the themes and elements of theatre. Students identify and describe the character, plot, and setting in classroom dramatizations and/or formal productions.

Goal 2.1: Conduct analyses ~~in~~ of theatre.

Objective(s): By the end of Grade 5, the student will be able to:

- 4-5.T.2.1.1 Develop and use theatre vocabulary. ~~(904.01.e1)~~
- 4-5.T.2.1.2 Use selected criteria to critique a dramatic performance.
- 4-5.T.2.1.3 Compare and contrast film, television, and theatre as ~~different~~ distinct genres.
- 4-5.T.2.1.4 ~~Discuss-Examine~~ theatre as ~~effective or ineffective~~ a means ways to communicate meaning.
- 4-5.T.2.1.5 Justify reasons for personal preference concerning a dramatic performance.

Goal 2.2: ~~Engage in reasoned dialogue and make decisions about dramatic performances.~~
~~Exercise sound reasoning and understanding in making choices about theatre.~~

Objective(s): By the end of Grade 5, the student will be able to:

- 4-5.T.2.2.1 Identify how theatre reveals universal themes. ~~(904.02.e1)~~
- 4-5.T.2.2.2 Analyze how facial expression and body language reveal meaning.
~~(904.02.e2)~~
- 4-5.T.2.2.3 Evaluate one's own performance of a scene and the performances of others.
~~(904.03.e4)~~
- ~~4-5.T.2.2.4 Discuss how lighting, sets, and costumes can create meaning in a dramatic performance. (904.03.e2)~~
- 4-5.T.2.2.54 Identify and describe the character, plot, and setting in classroom dramatizations and/or formal productions.
- 4-5.T.2.2.5 Explain the importance of theatre in our society.

Standard 3: Creation/Performance/Presentation

~~Students engage in the creation of original works and/or the interpretation of the works of others, culminating in a performance or presentation.~~

~~Communicate through theatre articulately and expressively.~~ Students in grades 4-5 improvise and create dramatizations based on a variety of sources. Students use theatrical elements to convey mood and environment. Students collaborate to produce original and retold narratives. Students show respect for their work and the work of others.

Goal 3.1: ~~Identify-Utilize~~ concepts essential to theatre.

Objective(s): By the end of Grade 5, the student will be able to:

- 4-5.T.3.1.1 Improvise dialogue to tell stories and convey information.
- 4-5.T.3.1.2 Create characters, environments, and situations for dramatization.
- 4-5.T.3.1.3 Vary movements, vocal pitch, tempo, and tone for different characters.

Goal 3.2: Communicate through theatre, applying artistic concepts, knowledge, and skills.

Objective(s): By the end of Grade 5, the student will be able to:

- 4-5.T.3.2.1 ~~Select materials to~~ Create scenery, properties, lighting, sound, costumes, and makeup for a dramatic production. ~~(906.02.e1)~~
- ~~4-5.T.3.2.2 Use theatrical elements to convey mood and environment. (906.02.e2)~~
- 4-5.T.3.2.2 Demonstrate basic stage movement.

- 4-5.T.3.2.3 Demonstrate appropriate behavior while attending and/or participating in theatrical events.
- 4-5.T.3.2.4 Show respect for personal work and works of others.

Goal 3.3: Communicate through theatre with creative expression.

Objective(s): By the end of Grade 5, the student will be able to:

- 4-5.T.3.3.1 Create characters and plots from a variety of sources.
- ~~4-5.T.3.3.2 Construct and/or apply scenery, properties, costumes, and makeup for a dramatic performance. (906.03.c3)~~
- 4-5.T.3.3.2 Create a short dramatic scene from narrative literature.
- 4-5.T.3.3.3 Improvise scenes collaboratively, based on relationships and social situations. (906.03.c1)

**IDAHO CONTENT STANDARDS
GRADE 6-8
HUMANITIES: THEATRE**

Students are expected to know content and apply skills from previous grades.

Standard 1: Historical and Cultural Contexts

Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

~~Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.~~ Students in grades 6-8 identify and discuss the historical roots of theatre. Students distinguish between different types of acting and identify ways various cultures have used theatre to communicate ideas. Students use and analyze the use of multiple art forms in theatre.

Goal 1.1: ~~Explain~~ **Examine the historical and cultural contexts of theatre.**

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.T.1.1.1 ~~Identify~~ **Investigate** theatre's Greek roots. ~~(936.01.e1)~~
- 6-8.T.1.1.2 Identify the ways in which many cultures have used theatre to communicate ideas.
- 6-8.T.1.1.3 ~~Discuss~~ **Compare and contrast** various historical changes and developments in the theatre and stage. ~~(936.01.e2)~~
- 6-8.T.1.1.4 Delineate the differences ~~between melodramatic and realistic~~ among various acting styles, **genres, and time periods.**

Goal 1.2: Explain the interrelationships among the visual and performing arts disciplines.

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.T.1.2.1 Utilize multiple art forms to communicate ideas effectively.
- 6-8.T.1.2.2 ~~Analyze a dramatic performance's use of multiple art forms.~~ **Analyze how other art forms contribute to a dramatic performance.**

Standard 2: Critical Thinking

Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation.

~~Analyze and converse about theatre.~~ Students in grades 6-8 compare and contrast theatre of different cultures. Students identify and discuss dramatic elements in a work. Students formulate and defend personal preferences about dramatic performances. Students use theatrical vocabulary to discuss a performance. Students analyze a character's role, actions, and the consequences for actions.

Goal 2.1: Conduct analyses ~~in~~ of theatre.

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.T.2.1.1 ~~Investigate and evaluate~~ Employ theatre as a way to create and communicate meaning. (938.01.e1)
- 6-8.T.2.1.2 Compare and contrast the theatre of different cultures. (938.01.e2)
- 6-8.T.2.1.3 ~~Discuss-Compare~~ one's interpretation of a dramatic scene with ~~the~~ interpretations of others. (938.01.e3)
- 6-8.T.2.1.4 Identify ~~and discuss-dramatic~~ the theatrical elements that contribute to the meaning of a dramatic work. (938.01.e4)

**Goal 2.2: ~~Engage in reasoned dialogue and make decisions about dramatic performances.~~
Exercise sound reasoning and understanding in making choices about theatre.**

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.T.2.2.1 Describe the role of the protagonist and the antagonist in a dramatic performance.
- 6-8.T.2.2.2 ~~Discuss-Recognize~~ the elements of conflict, climax, and theme as they relate to theatrical texts.
- 6-8.T.2.2.3 Analyze a character's actions and the consequences they create.
- 6-8.T.2.2.4 Defend one's personal preferences for ~~parts-the various aspects~~ of a dramatic work. (938.03.e1)
- 6-8.T.2.2.5 ~~Discuss-Utilize~~ drama as a study of human character and personality. (938.03.e2)
- 6-8.T.2.2.6 Use theatrical vocabulary to ~~assess-critique~~ a dramatic performance. (938.03.e3)
- 6-8.T.2.2.7 Explain how lighting, sets, and costumes can create meaning in a dramatic performance.
- 6-8.T.2.2.8 Identify roles of professional and amateur performers and theatre technicians in our society.

Standard 3: Creation/Performance/Presentation

Students engage in the creation of original works and/or the interpretation of the works of others, culminating in a performance or presentation.

~~Communicate through theatre articulately and expressively.~~ Students in grades 6-8 improvise dialogue and create characters, environments, and situations. Students describe how theatrical and technical elements create meaning in a performance. Students demonstrate basic stage movement and the physical tools for acting. Students use pantomime to tell a story.

Goal 3.1: ~~Identify-Utilize~~ concepts essential to theatre.

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.T.3.1.1 Improvise dialogue to tell stories and convey information at a personal level. (940.01.e1)
- 6-8.T.3.1.2 Create characters, environments and situations to convey a specific idea or mood. (940.01.e2)
- 6-8.T.3.1.3 Vary movements and vocal qualities to convey an interpretation of a character. (940.01.e3)

Goal 3.2: Communicate through theatre, applying artistic concepts, knowledge, and skills.

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.T.3.2.1 Identify and describe how ~~theatrical- performance and technical elements (e.g., characterization, scenery, lighting, costumes)~~ communicate the meaning and intent of a dramatic presentation. ~~(940.02.e1)~~
- 6-8.T.3.2.2 ~~Use technical elements of theatre to communicate meaning.~~ Create scenery, properties, lighting, sound, costumes, and makeup for a dramatic production.
- 6-8.T.3.2.3 Use pantomime ~~theatre~~ to communicate an idea or tell a story.
- 6-8.T.3.2.4 Demonstrate basic stage movement.
- 6-8.T.3.2.5 Demonstrate the **use of** physical tools for acting (voice, movement, facial expression, gestures).
- 6-8.T.3.2.6 ~~Show respect for personal work and works of others. (940.03.e5)~~

Goal 3.3: Communicate through theatre with creative expression.

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.T.3.3.1 ~~Perform or create~~ Create and perform an original work. ~~(940.03.e1)~~
- 6-8.T.3.3.2 Create a dramatic work that expresses personal understanding, opinions, ~~and or~~ beliefs. ~~(940.03.e2)~~
- 6-8.T.3.3.3 Plan and direct scripted scenes. ~~(940.03.e3)~~
- 6-8.T.3.3.4 Demonstrate appropriate behavior while attending and/or participating in theatrical events. ~~(940.03.e4)~~

**IDAHO CONTENT STANDARDS
GRADE 9-12
HUMANITIES: THEATRE**

Students are expected to know content and apply skills from previous grades.

Standard 1: Historical and Cultural Contexts

Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

~~Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.~~ Students in grades 9-12 identify representative dramatic works from various cultures, historical periods, and theatrical styles. Students describe and compare ~~universal-stock~~ characters and archetypes from various cultures. Students create and analyze the use of other art forms in dramatic performances.

Goal 1.1: ~~Explain~~ Examine the historical and cultural contexts of theatre.

Objective(s): By the end of high school, the student will be able to:

- 9-12.T.1.1.1 ~~Identify-Investigate~~ representative dramatic works from a variety of cultures and historical periods. ~~(971.01.e3)~~
- 9-12.T.1.1.2 ~~Illustrate-Demonstrate~~ an understanding of cultural and historical perspectives required by a specific ~~text script.~~ ~~(971.01.e1)~~
- 9-12.T.1.1.3 Identify historical periods and their theatrical styles. ~~(971.01.e3)~~
- 9-12.T.1.1.4 Describe and compare ~~universal-stock~~ characters, archetypes, and universal themes ~~situations~~ in dramas from various cultures and periods.
- 9-12.T.1.1.5 Investigate representative playwrights from a variety of cultures and historical periods.

Goal 1.2: ~~Explain~~ Identify the interrelationships among the visual and performing arts disciplines.

Objective(s): By the end of high school, the student will be able to:

- ~~9-12.T.1.2.1 — Create works that integrate processes and concepts of other art forms.~~
- 9-12.T.1.2.21 Analyze how other art forms contribute to a dramatic performance.

Standard 2: Critical Thinking

Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation.

~~Analyze and converse about theatre.~~ Students in grades 9-12 analyze and critique dramatic performances and written texts, using theatrical vocabulary. Students evaluate the success of a dramatic production with respect to intent and audience. Students analyze the central action of a play and discuss its cause and effect. Students compare and contrast modern drama with theatre of earlier periods.

Goal 2.1: Conduct analyses ~~in~~-of theatre.

Objective(s): By the end of high school, the student will be able to:

- 9-12.T.2.1.1 Develop and use theatre vocabulary to critique dramatic performances or written plays. ~~(972.01.e1)~~
- 9-12.T.2.1.2 Compare and contrast ~~the relationship between~~ traditional theatre and contemporary trends in entertainment. ~~(972.01.e3)~~
- 9-12.T.2.1.3 Analyze the central action of the play and discuss its cause and effect.
- 9-12.T.2.1.4 Evaluate how well the **dramatic** text or production met its intended objectives.

Goal 2.2: ~~Engage in reasoned dialogue and make decisions about dramatic performances.~~Exercise sound reasoning and understanding in making choices about theatre.

Objective(s): By the end of high school, the student will be able to:

- 9-12.T.2.2.1 ~~Describe~~-Develop and defend one's critique of a dramatic performance. ~~(971.03.e1)~~
- 9-12.T.2.2.2 Analyze production and performance appropriateness of a theatrical work within a given community. ~~(972.03.e2)~~
- 9-12.T.2.2.3 Compare and contrast modern drama with the theatre of earlier periods.
- 9-12.T.2.2.4 ~~Analyze how technical elements can create meaning in a dramatic performance.~~
- 9-12.T.2.2.5 Evaluate how theatrical participation is critical to global culture.

Standard 3: Creation/Performance/Presentation

Students engage in the creation of original works and/or the interpretation of the works of others, culminating in a performance or presentation.

~~Communicate through theatre articulately and expressively.~~ Students in grades 9-12 interpret, perform, and create scripts to convey story and meaning to an audience. Students create and sustain character through physical, emotional, and social dimensions. Students interpret and perform a script, respecting the intent of its creator. Students build characters and portray situations through improvisation.

Goal 3.1: ~~Identify~~-Utilize concepts essential to theatre.

Objective(s): By the end of high school, the student will be able to:

- 9-12.T.3.1.1 Interpret and perform scripts to convey story and meaning to an audience. ~~(975.01.e1)~~
- 9-12.T.3.1.2 Research and apply physical, emotional, and social dimensions in creating character. ~~(975.01.e2)~~
- ~~9-12.T.3.1.3 —Analyze theatrical elements of a dramatic performance. (975.01.e3)~~
- 9-12.T.3.1.4 Utilize theatrical terminology in appropriate settings.

Goal 3.2: Communicate through theatre, applying artistic concepts, knowledge, and skills.

Objective(s): By the end of high school, the student will be able to:

- 9-12.T.3.2.1 ~~Show how~~ Demonstrate how artistic choices can affect performances and formal productions. (975.02.e1)
- 9-12.T.3.2.2 ~~Construct~~ Create imaginative scripts that convey story and meaning to an audience. (975.02.e2)
- 9-12.T.3.2.3 Interpret/perform a work respecting the intent of its creator. (975.02.e3)
- 9-12.T.3.2.4 Create works that integrate processes and concepts of other art forms.
- 9-12.T.3.2.5 Use theatrical elements to convey mood and environment.
- 9-12.T.3.2.6 Plan and utilize technical theatre elements to support a dramatic text.
- 9-12.T.3.2.7 Demonstrate appropriate behavior while attending and/or participating in theatrical events.

Goal 3.3: Communicate through theatre with creative expression.

Objective(s): By the end of high school, the student will be able to:

- 9-12.T.3.3.1 Develop and sustain a character that communicates with the audience. (975.03.e1)
- 9-12.T.3.3.2 Organize and conduct rehearsals for production. (975.03.e2)
- ~~9-12.T.3.3.3 Plan and develop original set designs that support a dramatic text.~~ (975.03.e3)
- 9-12.T.3.3.3 Create a dramatic work that expresses personal understanding, opinions, ~~and~~ or beliefs. (975.03.e4)
- 9-12.T.3.3.4 Build characters and portray situations through improvisation

Goal 3.3: Communicate through theatre with creative expression.

Objective(s): By the end of Grade 3, the student will be able to:

- K-3.T.3.3.1 Create spontaneous dialogue to express or create characters within a scene. (872.03.e1)
- K-3.T.3.3.2 Create and present original or historical/fictional stories.
- K-3.T.3.3.3 Assume roles based on personal experiences, imagination, and reading. (872.03.e2)
- K-3.T.3.3.4 Show respect for personal work and works of others.

**IDAHO CONTENT STANDARDS
GRADE K-3
HUMANITIES: VISUAL ARTS**

Standard 1: Historical ~~A~~and Cultural Contexts

Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

~~Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.~~ Students in grades K-3 discuss key differences and similarities in artworks. Students identify the purpose or function of an artwork and explain how it is a record of human ideas and a reflection of its culture. ~~Students name ways in which visual arts compare to other art forms.~~

Goal 1.1: Discuss the historical and cultural contexts of the visual arts.

Objective(s): By the end of Grade 3, the student will be able to:

- K.VA.1.1.1 Compare and contrast key differences and similarities in art works from different time periods or cultures.
- K.VA.1.1.2 Identify the purpose or function of a work of art that was created in the past. ~~(868.01.b2)~~
- K.VA.1.1.3 Explain how art is a visual record of human ideas and a reflection of the culture of its origin.

Goal 1.2: ~~Explain~~ Discuss the ~~interrelationships among~~ interconnections between the visual and performing arts disciplines.arts and societies.

Objective(s): By the end of Grade 3, the student will be able to:

- K.VA.1.2.1 Name ways in which a work of visual art is ~~similar to another art form.~~ ~~(868.02.b1)~~ reflects the culture from which it came.
- K.VA.1.2.2 Identify ideas and emotions that are expressed through visual arts and other disciplines. ~~(868.02.b2)~~

Standard 2: Critical Thinking

Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation

~~Analyze and communicate about the visual arts.~~ Students in grades K-3 use appropriate arts vocabulary to discuss works of art. Students identify the visual arts as a form of communication and a way to create meaning. Students identify characteristics of various visual art forms. Students discuss that individuals respond to art in a variety of ways. Students respond to art respectfully. ~~Students use problem-solving techniques to respond to, create, and refine visual art forms.~~

Goal 2.1: Conduct analyses in the visual arts.

Objective(s): By the end of Grade 3, the student will be able to:

- K.VA.2.1.1 Identify and respond to characteristics and content of various visual art forms. ~~(870.01.b1)~~
- K.VA.2.1.2 Examine the visual arts as a form of communication. ~~(870.01.b2)~~
- K.VA.2.1.3 Use arts vocabulary to discuss specific works of art. ~~(870.01.b3)~~
- ~~K.VA.2.1.4 Identify the symbols used in works of art.~~
- K.VA.2.1.5 Identify the elements (line, shape, color) in art works and environments.

Goal 2.2: ~~Engage in reasoned dialogue and make informed decisions about the visual arts.~~Exercise sound reasoning and understanding in making choices in the visual arts.

Objective(s): By the end of Grade 3, the student will be able to:

- K.VA.2.2.1 Discuss the importance of visual art in one's own life. ~~(870.02.b1)~~
- K.VA.2.2.2 Discuss how art works can elicit different responses. ~~(904.03.b2)~~
- K.VA.2.2.3 Express personal preferences for specific works and styles. ~~(872.02.b3)~~
- K.VA.2.2.4 Identify and demonstrate appropriate behavior when attending and/or participating in arts events.
- K.VA.2.2.5 Show respect for personal work and works of others. ~~(872.03.b1)~~
- K.VA.2.2.6 Dictate or write an artist's statement (tell what the work is about).

Standard 3: Creation/Performance/Presentation

~~Students engage in the creation of original works and/or the interpretation of works of others, culminating in a performance or presentation.~~

~~Communicate and respond through the visual arts articulately and expressively.~~ Students in grades K-3 use art techniques, media, and processes to create and replicate works of art. Students demonstrate safe and appropriate use of art materials. Students apply elements of color, shape, and line in artwork. Students create artwork about self, family, and personal experiences.

Goal 3.1: Demonstrate skills essential to the visual arts.

Objective(s): By the end of Grade 3, the student will be able to:

- K.VA.3.1.1 Acquire and use skills necessary for applying arts techniques, media, and processes. ~~(872.01.b1)~~
- K.VA.3.1.2 Demonstrate safe and proper use, care, and storage of media, materials, and equipment.
- K.VA.3.1.3 Apply the elements of color, shape, and line in artwork.
- K.VA.3.1.4 Demonstrate skills of observation in the production of artwork.

Goal 3.2: Communicate through the visual arts, applying artistic concepts, knowledge, and skills.

Objective(s): By the end of Grade 3, the student will be able to:

- K.VA.3.2.1 Name and use different art materials to express an idea. ~~(872.02.b1)~~
- K.VA.3.2.2 Apply artistic concepts, knowledge, and skills to original artwork.
- K.VA.3.2.3 Replicate or imitate an existing work, respecting the intent of its original creator. ~~(872.02.b2)~~

Goal 3.3: Communicate through the visual arts with creative expression.

Objective(s): By the end of Grade 3, the student will be able to:

- K.VA.3.3.1 Experiment with different materials, techniques, and processes in the visual arts.
- K.VA.3.3.2 Create artwork about self, family, and personal experiences.

**IDAHO CONTENT STANDARDS
GRADE 4-5
HUMANITIES: VISUAL ARTS**

Students are expected to know content and apply skills from previous grades.

Standard 1: Historical ~~A~~and Cultural Contexts

Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

~~Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.~~ Students in grades 4–5 compare and contrast specific works of art from different time periods and cultures. Students identify specific works of art and explain how they reflect events in history. ~~Students describe the interrelationships of the elements of various arts disciplines.~~

Goal 1.1: Discuss the historical and cultural contexts of the visual arts.

Objective(s): By the end of Grade 5, the student will be able to:

- 4-5.VA.1.1.1 Compare and contrast specific works of art from different time periods or cultures. ~~(902.01.b1)~~
- 4-5.VA.1.1.2 Identify specific works as belonging to a particular era in art history. ~~(902.01.b4)~~
- 4-5.VA.1.1.3 Explain how a specific work of art reflects events in history and/or culture. ~~(902.01.b2)~~
- 4-5.VA.1.1.4 Compare and contrast works of art that represent different cultures that existed during the same period of history. ~~(902.01.b3)~~

Goal 1.2: Explain the ~~interrelationships~~ **interconnections among visual and performing arts disciplines.**

Objective(s): By the end of Grade 5, the student will be able to:

- 4-5.VA.1.2.1 Classify the ways in which ideas and subject matter of arts disciplines are related. ~~(902.02.b1)~~
- 4-5.VA.1.2.2 Describe how elements of various arts depict ideas and emotions. ~~(902.02.b2)~~

Standard 2: Critical Thinking

Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation

~~Analyze and communicate about the visual arts.~~ Students in grades 4-5 use appropriate arts vocabulary to discuss works of art. Students respond to the visual arts as a form of communication, using the elements, materials, techniques, and processes of art. Students

construct meaning based on elements found in a work of art. Students identify personal preference for works of art.

Goal 2.1: Conduct analyses in the visual arts.

Objective(s): By the end of Grade 5, the student will be able to:

- 4-5.VA.2.1.1 Identify and respond to differences between art materials, techniques, and processes. ~~(904.01.b1)~~
- 4-5.VA.2.1.2 Construct meaning based on elements found in a work of art.
- 4-5.VA.2.1.3 Use appropriate arts vocabulary to discuss a variety of art works. ~~(904.01.b2)~~
- 4-5.VA.2.1.4 Discuss how symbols, subject, and themes create meaning in art. ~~(870.02.b2)~~
- 4-5.VA.2.1.5 Identify elements (line, shape, form, value, texture, color, space) in artworks and environments.

Goal 2.2: ~~Engage in reasoned dialogue and make informed decisions about the visual arts.~~Exercise sound reasoning and understanding in making choices in the visual arts.

Objective(s): By the end of Grade 5, the student will be able to:

- 4-5.VA.2.2.1 Observe and describe the presence of the visual arts in today's society.
- 4-5.VA.2.2.2 Discuss how an artwork's properties (e.g., elements, media, techniques) can elicit different responses.
- 4-5.VA.2.2.3 Identify personal preference as one of many criteria used to determine excellence in works of art.
- 4-5.VA.2.2.4 Identify and demonstrate appropriate behavior when attending and/or participating in arts events.
- 4-5.VA.2.2.5 Show respect for personal work and works of others. ~~(906.03.b4)~~
- 4-5.VA.2.2.6 Write an artist's statement (what the picture depicts and why and how the work was created).

Standard 3: Creation/Performance/Presentation

~~Students engage in the creation of original works and/or the interpretation of works of others, culminating in a performance or presentation.~~

~~Communicate through the visual arts articulately and expressively.~~ Students in grades 4-5 purposefully and appropriately use art techniques, media, and processes to apply the elements in artwork. Students render objects and subject matter from life and communicate ideas from personal experience and other curricular disciplines. Students use the creative process to create works of art. Students write artist's statements.

Goal 3.1: Demonstrate skills essential to the visual arts.

Objective(s): By the end of Grade 5, the student will be able to:

- 4-5.VA.3.1.1 Acquire skills necessary for using arts techniques, media, and processes. ~~(906.01.b1)~~

- 4-5.VA.3.1.2 Demonstrate safe and proper use, care, and storage of media, materials, and equipment.
- 4-5.VA.3.1.3 Apply the elements of color, shape, line, value, form, texture and space in artwork.
- 4-5.VA.3.1.4 Demonstrate skills of observation through rendering of objects and subject matter from life.

Goal 3.2: Communicate through the visual arts, applying artistic concepts, knowledge, and skills.

Objective(s): By the end of Grade 5, the student will be able to:

- 4-5.VA.3.2.1 Demonstrate how different media, techniques, and processes are used to communicate ideas. ~~(906.01.b1)~~
- 4-5.VA.3.2.2 Experiment with ways in which subject matter, symbols, and ideas are used to communicate meaning. ~~(906.02.b1)~~
- 4-5.VA.3.2.3 Replicate or imitate an existing work, respecting the intent of its original creator.

Goal 3.3: Communicate through the visual arts with creative expression.

Objective(s): By the end of Grade 5, the student will be able to:

- 4-5.VA.3.3.1 Experiment with different materials, techniques, and processes in the visual arts.
- 4-5.VA.3.3.2 Create a work of art based on personal experience, and/or emotional response. ~~(906.03.b2)~~
- 4-5.VA.3.3.3 Use the creative process (brainstorm, research, rough sketch, final product) to create a work of art.

**IDAHO CONTENT STANDARDS
GRADE 6-8
HUMANITIES: VISUAL ARTS**

Students are expected to know content and apply skills from previous grades.

Standard 1: Historical ~~A~~and Cultural Contexts

Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

~~Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.~~ Students in grades 6-8 identify distinguishing characteristics of artists' works and artistic movements. Students analyze the influence of history, geography, and culture on a work of art. Students identify significant works of art and artifacts. ~~Students recognize the interrelationships among visual and performing arts disciplines.~~

Goal 1.1: Discuss the historical and cultural contexts of the visual arts.

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.VA.1.1.1 Identify distinguishing characteristics of style in the work of individual artists and art movements.
- 6-8.VA.1.1.2 Identify and compare works of art and artifacts from major periods on a chronological timeline.
- 6-8.VA.1.1.3 Analyze the influence of history, geography, and technology of the culture upon a work of art. ~~(936.01.b2)~~
- 6-8.VA.1.1.4 Analyze the visual arts of different cultures and time periods and compare to one's own culture.

Goal 1.2: Explain the ~~interrelationships~~ **interconnections among visual and performing arts disciplines.**

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.VA.1.2.1 Identify the role of visual arts in theatre, dance, and musical productions. ~~(971.02.b1)~~
- 6-8.VA.1.2.2 ~~Communicate ways in which integrated art forms create meaning.~~ Understand choices made by artists to create meaning. .

Standard 2: Critical Thinking

Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation

~~Analyze and communicate about the visual arts.~~ Students in grades 6-8 ~~analyze and interpret~~ **respond** works of art ~~through properties~~, using appropriate arts vocabulary. Students make judgments about various art forms and identify criteria used to determine excellence. Students

discuss ethical issues of plagiarism in the visual arts. Students show respect for the production and ~~exhibiting~~ exhibition of art.

Goal 2.1: Conduct analyses in the visual arts.

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.VA.2.1.1 Identify and respond to characteristics and content of various art forms. ~~(938.01.b1)~~
- 6-8.VA.2.1.2 Construct meaning based on elements and principles found in a work of art.
- 6-8.VA.2.1.3 Interpret a variety of art works using appropriate arts vocabulary.
- 6-8.VA.2.1.4 Identify symbols, themes and iconography commonly used in selected diverse cultures.
- 6-8.VA.2.1.5 Identify and discriminate between types of shape (geometric and organic), colors (primary, secondary, complementary, tints, and shades), lines (characteristics, quality), textures (tactile and visual), space (placement, perspective, overlap, negative, positive, size), balance (symmetrical, asymmetrical, radial), and the use of principles in their work and the works of others.

Goal 2.2: ~~Engage in reasoned dialogue and make informed decisions about the visual arts.~~ Exercise sound reasoning and understanding in making choices in the visual arts.

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.VA.2.2.1 Investigate the various purposes art plays in society today.
- 6-8.VA.2.2.2 Analyze the artist's use of sensory, formal, technical, and expressive properties in a work of art.
- 6-8.VA.2.2.3 Determine criteria used in making informed judgments about art.
- 6-8.VA.2.2.4 Demonstrate appropriate behavior while attending and/or participating in arts events. ~~(940.03.b3)~~
- 6-8.VA.2.2.5 Show respect for personal work and works of others. ~~(940.03.b4)~~
- 6-8.VA.2.2.6 Write an artist's statement (foundational background on the subject and the artist and why the work is important to the artist and what medium was employed to express the work).
- 6-8.VA.2.2.7 Discuss dividing lines between imitating a master's style of creation and unfairly "copying" another person's original work. ~~(938.03.b3)~~
- ~~6-8.VA.2.2.7 Demonstrate collaborative and interpersonal skills by working productively with others, while creating works of art.~~

Standard 3: Creation/Performance/Presentation

Students engage in the creation of original works and/or the interpretation of works of others, culminating in a performance or presentation.

~~Communicate through the visual arts articulately and expressively.~~ Students in grades 6-8 select media, technique, and process based on effective attributes. Students demonstrate refined observation skills. Students effectively apply elements and principles to their work. Students draw from multiple sources for subject matter (personal interests, current events, media, and

styles) to create original artwork. Students use the creative process as an integral dimension of art production. Students express their intent ~~in written form~~ by writing an artist's statement.

Goal 3.1: Demonstrate skills essential to the visual arts.

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.VA.3.1.1 Identify attributes that make a specific art media, technique or process effective in communicating an idea. (940.01.b1)
- 6-8.VA.3.1.2 Demonstrate safe and proper use, care, and storage of media, materials, and equipment.
- 6-8.VA.3.1.3 Apply elements (line, shape, form, texture, color, and space) and principles (repetition, variety, rhythm, proportion, movement, balance, emphasis) in work that effectively communicates an idea.
- 6-8.VA.3.1.4 Produce art that demonstrates refined observation skills from life.
- 6-8.VA.3.1.5 Experiment with ideas, techniques, and styles in an artist's sketchbook.
- 6-8.VA.3.1.6 Critique one's own work with the intention of revision and refinement.
- 6-8.VA.3.1.6 Locate and use appropriate resources in order to work independently, monitoring one's own understanding and learning needs.

Goal 3.2: Communicate through the visual arts, applying artistic concepts, knowledge, and skills.

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.VA.3.2.1 Illustrate how visual structures and functions of art improve communication of one's ideas. (940.02.b1)
- 6-8.VA.3.2.2 Demonstrate the ability to utilize personal interest, current events, media or techniques as sources for expanding artwork.
- 6-8.VA.3.2.3 Create an original artwork that illustrates the influence of a specific artist or artistic style.
- 6-8.VA.3.2.4 Use visual, spatial, and temporal concepts to communicate meaning in a work of art.
- 6-8.VA.3.2.5 Create two pieces that depict a common theme, idea, or style of art.

Goal 3.3: Communicate through the visual arts with creative expression.

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.VA.3.3.1 Utilize different media, techniques, and processes in the visual arts.
- 6-8.VA.3.3.2 Create a work of art that expresses personal experience, opinions, and/or beliefs. (940.03.b2)
- 6-8.VA.3.3.3 Use the creative process (brainstorm, research, rough sketch, final product) to create a work of art.
- 6-8.VA.3.3.4 Describe and plan the visual presentation of an artistic work.

**IDAHO CONTENT STANDARDS
GRADE 9-12
HUMANITIES: VISUAL ARTS**

Students are expected to know content and apply skills from previous grades.

Standard 1: Historical and Cultural Contexts

Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

~~Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.~~ Students in grades 9-12 assess the impact of history, society, and the environment upon works of art. Students analyze meaning through identifying cultural symbols and icons. Students compare major periods and movements in visual art to other disciplines in the arts and humanities.

Goal 1.1: Discuss the historical and cultural contexts of the visual arts.

Objective(s): By the end of high school, the student will be able to:

- 9-12.VA.1.1.1 Identify representative visual works of art from a variety of cultures and historical periods. ~~(971.01.b2)~~
- 9-12.VA.1.1.2 Outline the history and function of a particular visual art form. ~~(971.01.b4)~~
- 9-12.VA.1.1.3 Compare and contrast the historical, social, and environmental contexts that influence artistic expression. ~~(971.01.b3)~~
- 9-12.VA.1.1.4 Compare and contrast aesthetics from different cultural perspectives. ~~(971.01.b3)~~

Goal 1.2: Explain the interrelationships among visual and performing arts disciplines.

Objective(s): By the end of high school, the student will be able to:

- 9-12.VA.1.2.1 Compare art forms that share common characteristics (e.g. form, line, space). ~~(936.02.b2)~~
- 9-12.VA.1.2.2 Analyze a visual art product or art performance that integrates media, processes, and/or concepts from other performing arts disciplines.
- 9-12.VA.1.2.3 Relate the trends and movements in visual art to other disciplines in the arts and humanities. ~~(971.02.b3)~~

Standard 2: Critical Thinking

Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation

~~Analyze and converse about the visual arts.~~ Students in grades 9-12 critique works of art using well-articulated rationale and appropriate arts vocabulary. Students analyze an artist's use of elements and principles in a work of art. Students identify the role of art and artists in today's society. Students discuss the nature of aesthetics and debate ethical issues pertaining to art.

Goal 2.1: Conduct analyses in the visual arts.

Objective(s): By the end of high school, the student will be able to:

- 9-12.VA.2.1.1 Develop and present basic analyses of works of visual art from structural, historical, and cultural perspectives. ~~(973.01.b2)~~
- 9-12.VA.2.1.2 Construct meaning and support well-developed interpretations of works of art with evidence.
- 9-12.VA.2.1.3 Critique works of art employing appropriate arts vocabulary. ~~(971.01.b1)~~
- 9-12.VA.2.1.4 Identify iconography in an artist's work or a body of work and analyze the meaning.
- 9-12.VA.2.1.5 Analyze an artist's use of elements, principles, and how they contribute to one's interpretation of the artwork.

Goal 2.2: Engage in reasoned dialogue and make informed decisions about the visual arts.

Objective(s): By the end of high school, the student will be able to:

- 9-12.VA.2.2.1 Identify the role of the arts in today's society, including career and avocation opportunities. ~~(973.02.b1)~~
- 9-12.VA.2.2.2 Discuss the nature of art or aesthetic issues.
- 9-12.VA.2.2.3 Articulate criteria for determining excellence in artwork.
- 9-12.VA.2.2.4 Demonstrate appropriate behavior while attending and/or participating in arts events. ~~(975.02.b2)~~
- 9-12.VA.2.2.5 Show respect for personal work and work of others. ~~(975.02.b3)~~
- 9-12.VA.2.2.6 Write an artist's statement that describes a series of works (background information on the artist, artists and movements that were influential on the work, significance of the body of work).
- 9-12.VA.2.2.7 Debate dividing lines between imitating a master's style of creation and unfairly "copying" another person's original work. ~~(973.03.b2)~~
- 9-12.VA.2.2.8 **Demonstrate collaborative and interpersonal skills by working productively with others, while creating works of art.**

Standard 3: Creation/Performance/Presentation

Students engage in the creation of original works and/or the interpretation of works of others, culminating in a performance or presentation.

~~Communicate through visual arts articulately and expressively.~~ Students in grades 9-12 select appropriate media and apply artistic techniques and processes with confidence and intention. Students use elements and principles to solve visual arts problems. Students demonstrate well-developed observational skills. Students clearly communicate personal statements, ideas, or themes through a body of artwork and ~~an~~ accompanying artist's statements. Students use the creative process and a personal sketchbook to plan and create a body of work. Students critique their own artwork and the work of others with the purpose of improving it.

Goal 3.1: Demonstrate skills essential to the visual arts.

Objective(s): By the end of high school, the student will be able to:

- 9-12.VA.3.1.1 Select and apply media, techniques, and processes effectively and with artistic intention.
- 9-12.VA.3.1.2 Demonstrate safe and proper use, care, and storage of media, materials, and equipment.
- 9-12.VA.3.1.3 Demonstrate how (elements and principles) can be used to solve specific visual arts problems. ~~(975.01.b4)~~
- 9-12.VA.3.1.4 Present convincing or accurately rendered subjects that demonstrate refined observational skills.
- 9-12.VA.3.1.5 Plan, record, and analyze a body of work through keeping an artist's journal or sketchbook.
- 9-12.VA.3.1.6 Critique one's own work with the intent of revision and refinement.
- 9-12.VA.3.1.7 **Locate and use appropriate resources in order to work independently, monitoring one's own understanding and learning needs.**

Goal 3.2: Communicate through the visual arts, applying artistic concepts, knowledge, and skills.

Objective(s): By the end of high school, the student will be able to:

- 9-12.VA.3.2.1 Choose purposefully between visual characteristics of a variety of media and use these to communicate one's own idea.
- 9-12.VA.3.2.2 Discriminate and select from a variety of symbols, subject matter, and ideas to communicate clearly personal statements. ~~(975.03.b2)~~
- 9-12.VA.3.2.3 Create an interpretation of a work respecting the intent of its creator. ~~(906.03.b1)~~
- 9-12.VA.3.2.4 Select and utilize visual, spatial, and temporal concepts to enhance meaning in artwork.
- 9-12.VA.3.2.5 Create a body of work that develops a specific theme, idea or style of art.

Goal 3.3: Communicate through the visual arts with creative expression.

Objective(s): By the end of high school, the student will be able to:

- 9-12.VA.3.3.1 Plan and produce a work of art applying media, techniques, and processes with skill, confidence, and sensitivity. ~~(975.03.b1)~~
- 9-12.VA.3.3.2 Apply various symbols, subjects, and ideas in one's artwork. ~~(975.03.b2)~~
- 9-12.VA.3.3.3 Use the creative process (brainstorm, research, rough sketch, final product) to create and critique a work of art.
- 9-12.VA.3.3.4 Determine and execute appropriate visual presentation of an original artwork.

**IDAHO CONTENT STANDARDS
GRADE 7-12
HUMANITIES: WORLD LANGUAGES - LEVEL 1**

Standard 1: Acquisition and use of language.

Comprehend and communicate in the target language through listening, reading, writing, and speaking. Level 1 students use the four skills of language acquisition (listening, speaking, reading, and writing) with respect to very basic vocabulary. Students comprehend the language in context when spoken slowly and clearly by teachers or teaching resources. Students read short, modified texts and differentiate symbols, words, questions, and statements. Students write in short simple sentences. Students speak in rehearsed responses to rehearsed questions. The output of a level one student is comprehensible to a sympathetic world languages teacher.

Goal 1.1: Listening

Objective(s): Upon completion of Level 1, the student will be able to:

- 7-12.WL1.1.1.1 Comprehend basic vocabulary in isolation and in context.
- 7-12.WL1.1.1.2 Capture essential information from everyday conversations and short passages (e.g., cognates, context clues).
- 7-12.WL1.1.1.3 Recognize basic sentence types (e.g., questions, sentences, commands, negative and positive).
- 7-12.WL1.1.1.4 Comprehend question words (e.g., who, what, when, where, how).
- 7-12.WL1.1.1.5 Recognize number and gender signals.
- 7-12.WL1.1.1.6 Distinguish between formal and informal address.

Goal 1.2: Speaking

Objective(s): Upon completion of Level 1, the student will be able to:

- 7-12.WL1.1.2.1 Use basic vocabulary to respond to familiar prompts.
- 7-12.WL1.1.2.2 Express preferences, desires, opinions, and feelings.
- 7-12.WL1.1.2.3 Use appropriate level of politeness in simulated social exchanges.

Goal 1.3: Reading

Objective(s): Upon completion of Level 1, the student will be able to:

- 7-12.WL1.1.3.1 Decode written text, diacritical marks, and symbolic systems.
- 7-12.WL1.1.3.2 Recognize written forms of basic vocabulary.
- 7-12.WL1.1.3.3 Associate the written text with spoken forms.
- 7-12.WL1.1.3.4 Recognize cognates and borrowed words.

Goal 1.4: Writing

Objective(s): Upon completion of Level 1, the student will be able to:

- 7-12.WL1.1.4.1 Write basic vocabulary and short sentences (e.g., from dictation, picture cues, cloze activities, word banks).
- 7-12.WL1.1.4.2 Write a logical response to a familiar question or comment.
- 7-12.WL1.1.4.3 Rewrite sentences, using substitutions.

7-12.WL1.1.4.4 Construct simple sentences using familiar vocabulary and phrases.

Standard 2: Critical Thinking

Students understand the purposes and functions of world languages. They build literacy and develop critical thinking through analysis and interpretation.

~~Analyze, modify, and manipulate language elements.~~ Level 1 students identify some parts of speech found in basic sentence grammar in the target language. Students demonstrate connections between the target language and English (cognates), determine whether sentences are positive or negative, and begin to use ~~present tense verbs correctly~~ verb patterns (e.g., a specific tense when appropriate). Students use a short, comprehensible sentence structure, although it may not be completely accurate.

Goal 2.1: Analysis of Language Elements and Products

Objective(s): Upon completion of Level 1, the student will be able to:

- 7-12.WL1.2.1.1 Manipulate components of simple statements, questions, and commands (e.g., parts of speech, punctuation, and word order).
- 7-12.WL1.2.1.2 Derive meaning from word order.
- 7-12.WL1.2.1.3 Recognize appropriate ~~verb endings in the present tense~~ verb patterns in context or tense.
- 7-12.WL1.2.1.4 Compare linguistic elements among languages.
- 7-12.WL1.2.1.5 Recognize systematic changes in word families.

Goal 2.2: Modification and Manipulation of Language Elements and Products

Objective(s): Upon completion of Level 1, the student will be able to:

- 7-12.WL1.2.2.1 Use systematic changes within word families to expand vocabulary.
- 7-12.WL1.2.2.2 Use ~~appropriate verb endings in the present tense~~ acquired verbs appropriately to convey meaning.
- 7-12.WL1.2.2.23 Modify sentences to express positive and negative aspects.
- 7-12.WL1.2.2.34 Organize components of statements, questions, and commands to convey meaning individually and collaboratively.

Standard 3: History, Geography, and Culture

Demonstrate an understanding of ~~the historical, geographical, and cultural contexts of the target language~~ how people and cultures are connected across time in the geographical areas represented by the target languages. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

Level 1 students find the areas of the world where the target language is spoken, name those lands and states in which the language is spoken, recall some historical facts about those places, and compare daily activities in their own Idaho culture with those in the target cultures. Students demonstrate awareness of customs of politeness (such as forms of address) in the target culture. ~~Cultural discussions are largely in English.~~

Goal 3.1: Historical Context

Objective(s): Upon completion of Level 1, the student will be able to:

- 7-12.WL1.3.1.1 Recognize major historical and cultural figures and events from the target culture.
- 7-12.WL1.3.1.2 Identify historical connections between English and the target language (e.g., cognates, language origins).

Goal 3.2: Geographical Context

Objective(s): Upon completion of Level 1, the student will be able to:

- 7-12.WL1.3.2.1 Locate the areas in the world where the target language is spoken.
- 7-12.WL1.3.2.2 Describe the geographical features of major areas where the target language is spoken.

Goal 3.3: Cultural Context

Objective(s): Upon completion of Level 1, the student will be able to:

- 7-12.WL1.3.3.1 Compare and contrast the everyday life and social observances of the target culture with U.S. culture.
- 7-12.WL1.3.3.2 Recognize nonverbal cues and body language typically used in the target language.
- 7-12.WL1.3.3.3 Use appropriate cultural responses in diverse exchanges (e.g., forms of address, levels of familiarity).

**IDAHO CONTENT STANDARDS
GRADE 7-12
HUMANITIES: WORLD LANGUAGES – LEVEL 2**

The student is expected to know content and apply skills from Level 1.

Standard 1: Acquisition and use of language.

Comprehend and communicate in the target language through listening, reading, writing, and speaking. Level 2 students use the four language acquisition skills with an expanded, but still basic, vocabulary. Students comprehend aural input in longer and more complex pieces (up to several minutes of input at a time). Students follow classroom directions given in the target language. Students read longer (100 to 250 word) passages, which contain both familiar and unfamiliar vocabulary, and use a variety of strategies to decipher the unfamiliar pieces. Students write paragraph length texts about a variety of familiar topics, in a variety of **tensesettings (place and time)**. Students engage in more extended conversation about rehearsed topics with the teacher and respond to unrehearsed but familiar questions with appropriate language. Students present rehearsed information orally. All student output in the second year should be comprehensible to a sympathetic native speaker and/or teacher of the language.

Goal 1.1: Listening

Objective(s): Upon completion of Level 2, the student will be able to:

- 7-12.WL2.1.1.1 Comprehend expanding vocabulary in isolation and in context.
- 7-12.WL2.1.1.2 Follow general classroom instruction in the target language.
- 7-12.WL2.1.1.3 Distinguish if an action described is taking place in the past, present, or future.
- 7-12.WL2.1.1.4 Comprehend speech in a variety of forms (e.g., regional accents, teacher talking in varying rates of delivery).

Goal 1.2: Speaking

Objective(s): Upon completion of Level 2, the student will be able to:

- 7-12.WL2.1.2.1 Engage in an extended conversation about rehearsed topics.
- 7-12.WL2.1.2.2 Retell stories and present information (e.g., from texts, visual clues, Internet sources).
- 7-12.WL2.1.2.3 Read texts aloud.
- 7-12.WL2.1.2.4 Respond to familiar, unrehearsed questions and situations using appropriate target language.

Goal 1.3: Reading

Objective(s): Upon completion of Level 2, the student will be able to:

- 7-12.WL2.1.3.1 Read and comprehend short passages consisting of familiar vocabulary.
- 7-12.WL2.1.3.2 Read and comprehend short passages that contain some unfamiliar vocabulary.
- 7-12.WL2.1.3.3 Scan authentic sources to gain specific information through visual clues and cognates.

- 7-12.WL2.1.3.4 Read more complex, annotated passages with supplied vocabulary.

Goal 1.4: Writing

Objective(s): Upon completion of Level 2, the student will be able to:

- 7-12.WL2.1.4.1 Write in a variety of ~~forms and a minimum of two tenses using acquired vocabulary structures~~ using acquired vocabulary to focus on time, events, and settings.
- 7-12.WL2.1.4.2 Create paragraph-length writings about familiar topics.

Standard 2: Critical Thinking

Students understand the purposes and functions of world languages. They build literacy and develop critical thinking through analysis and interpretation

~~Analyze, modify, and manipulate language elements.~~ Level 2 students recognize and derive meaning from correctly used language elements and manipulate these elements to create texts with meaning. Students create output in speech and writing, which demonstrates improving use of grammar elements, ~~in all tenses taught (past, present, future, etc.) and for nouns and pronouns~~ verbal expression, and vocabulary. Students express preferences in several ways, ask a variety of questions, and express a variety of needs and wishes.

Goal 2.1: Analysis of Language Elements and Products

Objective(s): Upon completion of Level 2, the student will be able to:

- 7-12.WL2.2.1.1 Recognize appropriate verb ~~endings in all tenses learned~~ patterns (e.g., tenses and intonations).
- 7-12.WL2.2.1.2 Recognize and derive meaning from correctly used language elements (e.g., nouns, pronouns, articles, adjectives, adverbs, prepositions).
- 7-12.WL2.2.1.3 Predict meaning of unfamiliar words based on context and word families.

Goal 2.2: Modification and Manipulation of Language Elements and Products

Objective(s): Upon completion of Level 2, the student will be able to:

- 7-12.WL2.2.2.1 Manipulate language structures to demonstrate comparative and superlative relationships.
- 7-12.WL2.2.2.2 Use language structures to express degrees of preference or differences (e.g., “I like hamburgers,” “I prefer hamburgers to hotdogs”).
- 7-12.WL2.2.2.3 Use language-specific structures to show roles of nouns, pronouns, adjectives, and adverbs in context (e.g., subject, possessive, object).

Standard 3: History, Geography, and Culture

Students demonstrate an understanding of how people and cultures are connected across time in geographical areas represented by the target languages. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

~~Demonstrate an understanding of the historical, geographical, and cultural contexts of the target language.~~ Level 2 students recall the basic geography and history of the target cultures, and furthermore have a deeper understanding of selected regions, persons, and events in the target culture. Students discuss some of the cultural features of the regions in the target language.

Goal 3.1: Historical Context

Objective(s): Upon completion of Level 2, the student will be able to:

- 7-12.WL2.3.1.1 Analyze the impact of selected historical figures and events on the target culture.

Goal 3.2: Geographical Context

Objective(s): Upon completion of Level 2, the student will be able to:

- 7-12.WL2.3.2.1 Examine geopolitical regions selected from the target culture (e.g., focus on a city, geographical entity).

Goal 3.3: Cultural Context

Objective(s): Upon completion of Level 2, the student will be able to:

- 7-12.WL2.3.3.1 Identify unique cultural aspects of regions in the target culture (e.g., food, holidays, customs, celebrations).

**IDAHO CONTENT STANDARDS
GRADE 7-12
HUMANITIES: WORLD LANGUAGES – LEVELS 3-4**

The student is expected to know content and apply skills from Levels 1–2.

Standard 1: Acquisition and use of language.

Comprehend and communicate in the target language through listening, reading, writing, and speaking. Advanced students acquire a variety of more comprehensive vocabulary, varying according to the topics selected during a particular year. Students listen to and comprehend extended spoken lectures, discussions, and media presentations in the target language. Students conduct classroom events in the target language. Students read texts of varying lengths, including stories, Internet texts, short novels, and authentic texts such as advertisements and news articles. Students write about these various topics, using appropriate resources. Students write longer and more accurate pieces. Students participate in unrehearsed classroom conversations in the target language, present formal oral projects, and read aloud comprehensibly. Output from an advanced student should be comprehensible to sympathetic teachers, classmates, and native speakers.

Goal 1.1: Listening

Objective(s): Upon completion of Levels 3 - 4, the student will be able to:

- 7-12.WL3.1.1.1 Comprehend vocabulary related to class themes and literature.
- 7-12.WL3.1.1.2 Comprehend extended passages and peer conversations in the target language.
- 7-12.WL3.1.1.3 Gather key information from longer passages.
- 7-12.WL3.1.1.4 Interpret the intent or meaning of a spoken passage (tone, idioms, nuance, sarcasm, irony).
- 7-12.WL3.1.1.5 Comprehend authentic speech.

Goal 1.2: Speaking

Objective(s): Upon completion of Levels 3 - 4, the student will be able to:

- 7-12.WL3.1.2.1 Engage in an extended conversation about unrehearsed topics.
- 7-12.WL3.1.2.2 Use alternatives to express meaning (e.g., circumlocution, synonyms, antonyms).
- 7-12.WL3.1.2.3 Engage in a planned conversation on a thematic topic (e.g., role playing, panel discussion, discussion of a literary work).

Goal 1.3: Reading

Objective(s): Upon completion of Levels 3 - 4, the student will be able to:

- 7-12.WL3.1.3.1 Acquire new vocabulary through reading.
- 7-12.WL3.1.3.2 Identify the key elements or main idea of authentic information texts.
- 7-12.WL3.1.3.3 Summarize content of passages (e.g., poetry, song lyrics, folktales, fiction, graphic novels, and Internet text).

7-12.WL3.1.3.4 Read and comprehend extended narratives.

Goal 1.4: Writing

Objective(s): Upon completion of Levels 3 - 4, the student will be able to:

- 7-12.WL3.1.4.1 Write in a variety of forms about thematic subjects.
- 7-12.WL3.1.4.2 Incorporate all acquired tenses, structures, and vocabulary in original works.

Standard 2: Critical Thinking

Students understand the purposes and functions of world languages. They build literacy and develop critical thinking through analysis and interpretation

~~Analyze, modify, and manipulate language elements.~~ Advanced students interpret some nuances and the intent of the target language, such as humor, irony, and sarcasm, and begin to use these in their speech and writing. Students speak and write with increasingly correct and complex structures and vocabulary.

Goal 2.1: Analysis of Language Elements and Products

Objective(s): Upon completion of Levels 3 - 4, the student will be able to:

- 7-12.WL3.2.1.1 Infer meaning of an unfamiliar word based on its grammatical position and origins.
- 7-12.WL3.2.1.2 Recognize appropriate verb ~~endings in all tenses and voices~~ ~~learned patterns~~ (e.g., modes, tenses, and intonations).
- 7-12.WL3.2.1.3 Compare idiomatic and figurative expressions among languages.
- 7-12.WL3.2.1.4 Predict the meaning of a word based on its origin and usage in the sentence.

Goal 2.2: Modification and Manipulation of Language Elements and Products

Objective(s): Upon completion of Levels 3 - 4, the student will be able to:

- 7-12.WL3.2.2.1 Predict outcomes of and infer meaning from authentic written and oral sources (e.g., poetry, lyrics, literature, and Internet).
- 7-12.WL3.2.2.2 Use language to achieve complex social objectives (e.g., persuasion, apology, complaints, regrets).

Standard 3: History, Geography, and Culture

Students demonstrate an understanding of how people and cultures are connected across time in geographical areas represented by the target languages. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

Demonstrate an understanding of the historical, geographical, and cultural contexts of the target language. Advanced students examine geography, history, and culture in the context of class themes in the target language.

Goal 3.1: Historical Context

Objective(s): Upon completion of Levels 3 - 4, the student will be able to:

- 7-12.WL3.3.1.1 Examine selected historical figures and events in depth.
- 7-12.WL3.3.1.2 Investigate the historical context of selected examples of art, music, literature, and film from the target culture.

Goal 3.2: Geographical Context

- 7-12.WL3.3.2.1 Discuss geography in context of class themes.

Goal 3.3: Cultural Context

Objective(s): Upon completion of Levels 3 - 4, the student will be able to:

- 7-12.WL3.3.3.1 React to current events in the target language.
- 7-12.WL3.3.3.2 Use Internet resources in the target language to explore a variety of topics.
- 7-12.WL3.3.3.3 Demonstrate a willingness to be open and responsive to new and diverse perspectives.